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ABSTRACT

This manual was developed by a project to create a model program that integrates basic skills instruction with requirements of welfare reform, and the project's final report describes activities taken to develop the manual. The report details the problem, goals, procedures, objectives met and not met, and an evaluation. The manual is designed to assist adult literacy providers in Pennsylvania to integrate basic skills instruction with the requirements of welfare reform as a post-employment strategy to enable the learner to retain or advance in employment. Section 1, Changes in Welfare Legislation, presents the most current information on welfare reform and describes allowable work activities. Section 2, Types of Services Needed, discusses barriers to employment; creating a hiring environment; post-employment services; and other post-employment services, such as mentoring programs and support services. Section 3, Client Flow--Program Delivery, presents a student flow chart and describes what role the service provider must play in each phase of program delivery. Section 4, Program Design--Models of Curriculum, addresses how adults learn best, employer's expectations/employee's self evaluation, common denominations of exemplary programs, and elements of a successful curriculum. Three curricula are provided: job readiness, job placement, and basic skills. Section 5 provides supplemental information and forms for Sections 2-4. Section 6 is a 14-item bibliography. (YLB)

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A Pathway to Continued Success on the Job.
A Final Report, July 1, 1998-June 30, 1999 [and] Product.

Maureen A. Cort
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Manuel A. Gonzalez

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Contract # 98-99-9908
Pennsylvania Department of Education

FINAL REPORT
A PATHWAY TO CONTINUED SUCCESS ON THE JOB

Written by:
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July 1, 1998 – June 30, 1999

CE079 845

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A PATHWAY TO CONTINUED SUCCESS ON THE JOB

A FINAL REPORT

Written by:
Maureen A. Cort
Michele F. Pappalardo
Dr. Manuel A. Gonzalez

July 1, 1998 – June 30, 1999

Funded as a section 353 Project
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By the Pennsylvania Department of Education
Harrisburg, Pennsylvania

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A PATHWAY TO CONTINUED SUCCESS ON THE JOB

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NORTHAMPTON COMMUNITY COLLEGE
ABSTRACT PAGE

Grant Recipient: Dr. Manuel A. Gonzalez
Northampton Community College
3835 Green Pond Road
Bethlehem, PA. 18020

Program Name: *A Pathway to Continued Success on the Job*

Grant Allocation: $5,000

Project Period: July 1, 1998 to June 30, 1999

Project Director: Dr. Manuel A. Gonzalez

Project Purpose: The purpose of this project was to create a model program that integrated basic skills instruction with the requirements of welfare reform. This model program would create a *post-employment* strategy that enables the learner to retain or advance in employment.

Project Outcomes: By June 30, 1999, a manual entitled *A Pathway To Continued Success on the Job* was created to assist adult literacy providers in the Commonwealth of Pennsylvania integrate basic skills instruction with welfare reform requirements. Resulting from this effort was a post-employment strategy that enables learners to retain or advance in employment.

Impact: The goals and objectives of this project were to create a manual that would assist adult literacy providers in the Commonwealth of Pennsylvania to integrate basic skills instruction with the requirements of welfare reform as a *post-employment* strategy to enable learners to retain or advance in employment. These goals and objectives have been met by the creation of *A Pathway to Continued Success on the Job.*

Product or Training Developed: A manual entitled *A Pathway to Continued Success on the Job* has been created to assist adult literacy providers in the Commonwealth of Pennsylvania to integrate basic skills instruction with the requirements of welfare reform as a *post employment* strategy that enables the learner to retain or advance in employment.

Project Available From:

Permanent copies of this report will be filed with and may be obtained from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA. 17126-0333

AdvancE, PDE Resource Center
Pennsylvania Department of Education
333 Market Street, 11th floor
Harrisburg, PA. 17126-0333

Northampton Community College
Center for Adult Literacy and Basic Workforce Development
3835 Green Pond Road
Bethlehem, PA. 18020

Project Continuation and/or Future Implication: The funding for this project expired June 30, 1999. Research findings indicated that adult literacy providers did not have a clear understanding of their role in welfare reform; therefore, they were unclear as to integrating the world of work and adult literacy for *post employment* welfare clients. This project has developed a curriculum and manual that includes models of program delivery that address this issue. The project developers will present their findings at the PAACE Mid-Winter Conference in February 2000. In addition, any requests for presenting findings at additional professional staff development meetings will be considered.

Conclusions/Recommendations: Based on the research and completion of this manual, which included both a description of welfare reform and a Welfare to Work curriculum, it is suggested that all literacy providers (staff as well as administrators) familiarize themselves with current welfare reform and implementation into the curriculum.

D. INTRODUCTION: FINAL REPORT

1. Introduction (Purposes and Objectives) The welfare system has experienced a major overhaul. In the past, it was not difficult to collect public assistance for an indefinite period of time. The largest portion of welfare clients receiving educational programming were involved in adult basic education programs (ABE,ESL,and GED). Welfare reform dramatically limited the type and duration of educational services welfare recipients have been able to attend. Adult literacy providers were affected by welfare reform, which in turn impacted overall enrollment in educational programming. This project, *A Pathway to Continued Success on the Job*, created a model program that integrated basic skills instruction with the requirements of welfare reform. This model program created a *post-employment* strategy that enables the learner to keep his/her job and advance in employment.

2. Time Frame

September – December 1998	-Research obtained, categorized, compiled. Format for project developed. Writers met several times per week.
January – March 1999	-Developed prototype for manual.
April – May 1999	-First draft of manual completed, copies given to providers for input and evaluation. First edit completed. Second draft finalized.
June 1999	-Printed final product and report. Copies sent to ABLE. Project completed.

3. Staff and Key Personnel:

The Director of the Center for Adult Literacy and Basic Workforce Development, Dr. Manuel A. Gonzalez, Northampton Community College.

Program Developers, Maureen A. Cort and Michele F. Pappalardo, The Center for Adult Literacy and Basic Workforce Development, Northampton Community College.

Clerical support as needed for the completion of this project.

4. Target Audience: This project was designed for all adult literacy program administrators, program coordinators and instructors in the Commonwealth of

Pennsylvania. This manual will be useful for program planning, understanding welfare reform, and serving as a resource for curriculum design.

5. Dissemination of the Project:

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E. BODY OF THE REPORT

1. Statement of the Problem: Welfare reform has impacted educational programs dramatically. It is important as adult literacy providers to understand how welfare reform impacts our clients in order to provide the most comprehensive services to these individuals. Our role as adult literacy providers is changing dramatically with welfare reform. It is important to gain a true understanding of what these changes in legislation are, and how these changes will directly affect our clients. Welfare reform will not only change who our clients will be, but also what services we will be able to provide.

2. Goals and Objectives: This project developed and published a model program that integrated basic skills instruction with the requirements of welfare reform. This model program created a *post-employment* strategy that enables the learner to retain or advance in employment. Identified in this project were "hardest to serve" clients and the types of services needed for them, current legislation, and comprehensive program designs that meet the requirements of welfare reform. The manual entitled *A Pathway to Continued Success on the Job* provided assistance to Commonwealth adult literacy providers in three areas: understanding the complexity of the welfare client, understanding current welfare legislation, and adapting educational programming to meet the requirements of welfare reform.

3. Procedure Employed to Study or Explore Problem: The goals and objectives of this project are stated in the section of the final report immediately preceding this section. After the goals and objectives were determined, the writers developed each objective in a comprehensive manner.

Objective 1 – The writers obtained the most current information regarding welfare reform. The primary source of information was the Internet, in addition to most current publications addressing the legislation. Contacts were made with representatives from the Department of Public Assistance and the Department of Labor. After the information was compiled, all relevant data was presented in Section 1 "Changes in Welfare Legislation" in the final product entitled *A Pathway to Continued Success on the Job*

Objective 2 – A model program curriculum integrating basic skills instruction for welfare recipients was developed. Upon completion of research on existing educational programs that complied with welfare reform, a comparison of major programs was conducted. Incorporated in the three sample syllabi provided by the Center for Adult Literacy and Basic Workforce Development of Northampton Community College are the elements of a successful literacy program that will enable welfare recipients to obtain, keep, or advance in employment. The three syllabi/curricula include:

1. a job readiness curriculum
2. a job placement curriculum
3. a basic skills curriculum

4. Objectives Met: Based on the objectives as stated in the grant written by Dr. Manuel A. Gonzalez and the specific objectives listed in the final product, all objectives have been stated and met in the manual entitled *A Pathway to Continued Success on the Job.*

The general objective of this project was to produce a manual entitled *A Pathway to Continued Success on the Job* and this objective was accomplished. The two specific objectives of this project (1) an understanding of current welfare reform and (2) the development of curriculum that integrated basic skills for the welfare recipient were fully developed; therefore, these specific objectives were met.

5. Objectives Not Met: The objectives of this project were fully met; therefore, this section is not applicable.

6. Evaluation: Dr. Manual A. Gonzalez, Director of the Center for Adult Literacy and Basic Workforce Development at Northampton Community College, and two writers/researchers were primarily responsible for the evaluation of this project. Continual contact and discussions between Dr. Gonzalez and the writers accomplished the project's internal evaluation. Dr. Gonzalez was readily available to discuss project progress and suggest changes that needed to be made. The curricula in this final project were implemented and deemed successful by the competent, talented instructional staff at Northampton Community College. Data developed through the research for this project was used in the training of SDA staff statewide and was presented at the 1998-99 PAACE Mid-Winter Conference. Evaluations received by all participants in the presentations stated that the data was understandable, comprehensive and concise.

7. The Procedure for Dissemination of the Findings and Product: Permanent copies of this report will be filed with and may be obtained from:

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333 Market Street
Harrisburg, PA. 17126-0333

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July 1, 1998 – June 30, 1999

A PATHWAY TO CONTINUED SUCCESS ON THE JOB

PRODUCT

Written by:
Maureen A. Cort
Michele Pappalardo
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July 1, 1998 – June 30, 1999

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A PATHWAY TO CONTINUED SUCCESS ON THE JOB

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SECTION 1

CHANGES IN LEGISLATION

SECTION 1 – CHANGES IN LEGISLATION

In 1996 President Clinton signed the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA). This single act was the basis of welfare reform programs across the nation. Between August 1996 and June 1998, 3.3 million people were dropped from the welfare rolls. Caseloads in 39 states dropped by more than 25%.

These changes have been significant-- not only for the client, but for adult literacy providers as well. In the first phase of welfare reform, the focus was quick attachment to employment, with limited opportunity to address the literacy needs of individuals impacted by welfare reform. As experienced throughout many of our existing adult literacy programs, a portion of the client base has been welfare recipients. With the changes in the legislation, this same client base has been depleted dramatically. In Phase Two of welfare reform continued emphasis will be placed on quick attachment to employment, but intensive post-employment services are to be included as part of the job retention strategy. Literacy programs will now be available to welfare recipients.

It is important as adult literacy providers to understand how welfare reform impacts our clients in order to provide the best, most comprehensive services to these individuals. The role as adult literacy providers will dramatically change with welfare reform. Some of us will embrace the change ahead and some of us will resist. These changes will also impact how our clients respond. Some clients have embraced the change and are successfully employed and on the road to self-sufficiency. Some have resisted, and these individuals who have resisted the change will truly be the hardest-to-serve in this second phase of welfare reform.

As adult literacy providers, it is important to gain a true understanding of what the changes in legislation are, and how this will directly affect our clients. These changes will not only change who our clients will be, but also what services we will be able to provide. In this project, we will identify current legislation, the hardest-to-serve clients, types of services that are to be provided, and what program designs will meet the requirements of welfare reform.

A new system of block grants to states for Temporary Assistance for Needy Families (TANF) was created as a result of the PRWORA in 1996 and distributed to states. .The most significant change this Act implemented was the five-year lifetime limit on welfare benefits. With the signing of the new Balanced Budget Act, President Clinton authorized the Department of Labor to issue Welfare to Work grants to states and local communities to create additional job opportunities for the hardest to employ recipients. The monies allocated for a two year period total 3 billion dollars and they will take two forms; formula grants to states and competitive grants to local communities. 75% of grant monies allocated will be in the form of formula grants. Of these formula grants to states, at least 70% of the monies allocated must be spent on programming to serve the hardest to employ clients. The criteria of the hardest to employ is as follows:

- Clients must be receiving Temporary Assistance to Needy Families (TANF)
- Clients must possess two of the three identified barriers to employment which are:
  - 1. Lack of a High School Diploma or GED and low reading and math skills (at or below 8th grade level)
  - 2. Individual requires substance abuse treatment for employment
  - 3. Poor work history
- Clients must be long term recipients of Temporary Assistance to Needy Families or will become ineligible for TANF within twelve months
- Clients must be a non-custodial parent of a minor where the custodial parent and/or minor is a long term TANF recipient as defined above and meet two of the three barriers to employment criteria

The remaining 30% of the funds allotted through the formula grant can be spent to serve individuals with long term welfare dependence characteristics. These characteristics are as follows:

- Client is at risk of long term welfare dependence
- Client is receiving TANF assistance
- Client must have characteristics associated with or predictive of long term welfare dependence such as:
  - dropped out of high school
  - teenage pregnancy
  - poor work history

Twenty-five percent of the funds allocated will be used for competitive grants awarded directly to local governments, Private Industry Council's (PIC's) and private entities such as community development corporations and community based organizations, community action agencies, and other private organizations that apply in conjunction with a PIC or local government.

This legislation is very specific as to how funds can be used in programs. Both forms of grants share several similar features that apply to how these funds may be used. They are as follows:

Funds may be used to help move eligible individuals into jobs through:

- Job creation through public or private sector wage subsidies
- On the job training
- Contracts with public or private providers with job readiness, job placement, and post-employment services
- Community service or work experience
- Job retention and supportive services

The Welfare to Work funds distributed to Pennsylvania were created to support the state welfare reform efforts by helping individuals become self-sufficient through employment. The previously existing incentives to stay on welfare have been removed and self-sufficiency is promoted by requiring work and work related activities in order to maintain eligibility for benefits. Under Pennsylvania Act 35, recipients are required to participate in 20 hours per week of work activities after they have received welfare benefits for twenty-four months. The

goal of Welfare to Work is the placement of clients in full time employment, the availability of medical benefits within six months of employment, and job retention for at least six months.

With the shift of focus centering on services provided to ensure job retention as well as placement, adult literacy providers need to identify what must be incorporated into our program model to do just that. For a welfare program to be successful it must include in its design educational services, skills training, support services, job placement, and post-placement services.

ALLOWABLE WORK ACTIVITIES ARE:

Community Service - (formally known as internship, volunteer activity, or unpaid work experience) – individuals assigned to subsidized jobs generally in the public or non-profit sector, receives wages, typically minimum wage or slightly below, for the hours they work. *Customers participating in community service must comply with Fair Labor Standards Act requirements.

Paid Work Experience – (at non-profit organization or government agencies) –designed as basic exposure to the work environment, some Welfare to Work programs provide stipends to persons in work experience assignments, usually using TANF/JOBS or JTPA funds.

Subsidized Employment – similar to on-the-job training, but without the employer preparing a training plan. Private for profit, non-profit and public agencies can participate in subsidized employment. Employers receive financial incentives to hire persons in certain target groups who meet minimum requirements (e.g. tax credits).

Unsubsidized employment – regular employment in the private, public or non-profit sector (job).

SECTION 2

TYPES OF SERVICES NEEDED

SECTION 2 – TYPES OF SERVICES NEEDED

Welfare to Work legislation is very clear as to who will be served in this second wave of reform. In Phase One of reform, the emphasis was placed on the individual obtaining work first with little or no retention strategies being incorporated in the delivery of service. Also, several of the hard to serve clients were exempted from participation in the first phase because of their specific barriers. In Phase Two of reform, these hardest to serve clients have become the emphasis. A more comprehensive approach to identifying barriers and servicing these needs to insure job placement and retention are the focus of Phase Two.

The first barrier to employment identified by the legislation is that the recipients must have low literacy skills (below an eighth grade level). Research has shown an indisputable link between low literacy and intergenerational welfare dependence. In a recent study (the National Longitudinal Survey of Youth NLSY, Pavetti Aug 97) of female welfare recipients aged 26-33 a full 65% surveyed measured in the bottom quartile of the Armed Forces Qualifying Test with 33% measuring in the bottom decile, equal to a 3rd or 4th grade level (1). Recent statistics from the National Institute for Literacy (2) reflect the following:

- Almost 50% of welfare recipients do not have a High School Diploma
- More than 60% of welfare recipients who spent more than five years on welfare do not have a High School Diploma
- (On average) adult welfare recipients with low literacy skills work eleven weeks per year, (compared to) twenty-nine weeks for recipients with strong literacy skills

Providing basic skills and workplace training represents a significant change in focus in Phase Two of welfare reform. Previously, the focus of welfare programs has strictly been job readiness and job placement representing the "Work First" philosophy. In Phase Two of the reform, once the individual has satisfied the twenty-hour per week work activity, they may participate in basic skills and workplace training.

The second barrier to employment identified by the legislation is the individual must require substance abuse treatment to become employable. Very little has been done to address the needs of the recipient where substance abuse has been identified as a major barrier to employment. The link between substance abuse and the inability to maintain employment, however, is obvious. Substance abuse does not remain an individual issue; it impacts the family and community.

Below you will find some statistical data to best illustrate who these clients are.

- The National Longitudinal Survey of Youth (women ages 26-33) report that one third surveyed reported some alcohol and drug use. (3)
- The National Center on Addiction and Drug Use reports that 20% of welfare recipients are drug and alcohol addicted. (4)

- In 1991, The National Household Survey on Drug Abuse found that 5.2% of all women reported any illicit drug use in the past month, compared to 10.8% for welfare recipients. 3.8% of all women surveyed reported heavy drinking in the last month, compared to 8.2% for welfare recipients.(5)

It has become clear that literacy providers must expand their role as mere providers of adult education to a more comprehensive one. It is important to incorporate a program design that will include an identification process for clients with substance abuse problems who first enter the program. It is necessary to have a detailed intake, screening and referral process established as part of the orientation process. Historically, adult literacy providers have not followed this practice because it was not generally identified as within their scope of service. Included in the appendix are several recommended screening tools (i.e. CAGE and DAST) and directions for use that can be incorporated in the orientation process for reference. Once identified, a referral can be made to a community-based organization for a more intensive assessment and treatment. This now should become part of the individual's intake process in programming (see appendix pages 1-3).

A new population has been targeted in Phase Two of welfare reform and needs to be mentioned, since relatively few programs and limited services have been available to this group. These are the non-custodial parents. There has been an increase in the number of children who reside in fatherless households. Today, four out of every ten children in the United States are not living in the same household as their biological father, and nearly half of all children being raised in mother-headed households are living in poverty. (6)

Historically, the focus of programming has been to the TANF recipient. In Phase Two of welfare reform, equal access to programming including basic skills and job training will now be available to the non-custodial parent. It is recommended that an additional component be incorporated in the program design to include areas such as effective parenting, role of a responsible father and conflict resolution, with the ultimate goal being the parent gaining self-sufficiency and assuming a more productive role in the child rearing process (see appendix pages 4 and 5).

These target groups mentioned above are the hardest-to-serve in Phase Two of welfare reform. A better understanding of these groups will afford an opportunity to design a program that is best equipped to successfully service these individuals in an ever-changing world.

Once literacy providers gain an understanding of the population to be served, identifying the services that will be needed is key to the success of the program. It becomes obvious that expanding our services beyond the educational process is critical to success. Literacy providers will need to:

- Create a comprehensive intake process that incorporates a more detailed intake interview that examines family dynamics, health issues, and prior education and work histories to identify existing barriers that will impede the participant's ability to focus and remain actively involved in the learning process. The use of drug and alcohol screening tools to determine who may need further assessment and possible treatment is new for many providers, but recommended for identifying specific barriers

- Broaden case management to include more frequent client contacts, home visits, and staggered work hours to provide service at non-traditional times or locations
- Obtain better knowledge of community based services available and partnering relationships with agencies specializing in substance abuse, mental health, etc.

This may seem like an insurmountable task for providers. If we are to best serve the welfare population, we must re-evaluate how we serve them. Adult literacy providers must expand our role beyond the accustomed scope. The hardest-to-serve will represent a much higher proportion of our workload. Providers will need to expand our training to include:

- interviewing skills
- screening of recipients
- making appropriate referrals

Programs will need to explore expanding the role of the intake worker in these key areas to insure early detection of existing barriers that will impact the participant's progress. Included are several examples in the appendix of program names and contacts that have incorporated these services (see appendix pages 6–12).

Creating a Hiring Environment

Once the client has been enrolled in a program and all barriers to employment have been identified, meeting the twenty-hour work requirement becomes the next critical step in the client's progress. Phase Two of the reform maintains a Work First philosophy; therefore, adult literacy providers must take an active role in the creation and advocacy of employment opportunities for these clients. Again, this may be a "new world" for some adult literacy providers. To provide a successful program, providers must take a more aggressive role in communicating the goals of our programs to the business community. With companies throughout the nation facing labor shortages, our clients represent a new pool of potential employees. Recent statistics released by the Urban Institute reflect that:

- Over two-thirds of women on welfare had recent work experience
- Welfare mothers on average have over four years work experience

There has been a growing concern about the need for employees in the business community for some time. Employers have needs specific to them. They are:

- A reliable pool of entry level employees
- More information about Welfare to Work programs

These same employers have expressed certain expectations as well. They are:

- Workers with appropriate job skills (soft skills)
- Workers without "baggage"
- Workers ready for work

Most employers are willing to partner with Welfare to Work programs. These employers need workers to sustain the growth in their business. Creating a strong partnership with industry representatives is the most effective way to create employment opportunities for clients. Some ways to begin to build this partnership are:

- Establish a strong dialogue with local industry for the purpose of explaining programs that are provided, including what support services are available to the client
- Identify market niches in local industry and gear educational programming to support them. Become the sole provider of workers ready to meet a specific market need.
- Work with the local Chamber of Commerce to identify other industries that are in need of employees.
- Involve local businesses in development of training for welfare clients. Many times this will guarantee employment for the client.
- Have strong post employment services in place for the newly hired client.

It becomes obvious how important collaboration and establishment of early partnerships with both community-based organizations and local industry are to the success of welfare reform. No one entity in this continuum of service delivery can effectively service the welfare client. Identifying what partnerships are necessary to insure success should be established at the onset of the program. Each partner needs to know what role they play in program delivery. Communication between partners should be ongoing and frequent and should involve representatives from all agencies and businesses. This collaboration will be the foundation for the success or failure of welfare programs.

Post Employment Services

The next area in service delivery that must be identified is the need for intensive case management once the client obtains employment, or post-employment management. Phase One programs focused on employment first, with little post employment services available beyond a ninety-day period. In Phase Two of the reform, a minimum of a one-year follow-up is recommended, in most states, it is required. In some programs, services have been provided for up to two years to help clients maintain employment. The Work First philosophy still remains; however, for the first time intensive post employment services are available to the client. The contact with the client must be quick and ongoing once the client is employed. The types of services that need to be provided are:

- Counseling
- Reemployment services for individuals if the first employment ends. Services such as Job Hotlines and Job Resource rooms are examples
- Assistance with problems regarding benefits and support services
- Providing services at non-traditional times and locations

The most successful national programs have provided intensive post employment case management. The contacts were generally once a week and lasted for at least one year. Located in the appendix are examples of these successful programs (see appendix pages 13-25).

Other Post Employment Services

Another service that has proven successful as a post employment support is the establishment of mentoring programs. Mentoring is a system of pairing experienced working adults with individuals new to employment. Mentors can assist clients with such issues as:

- Appropriate work behavior
- Getting to work on time
- Communication skills
- Managing stress
- Money matters
- Coping skills

The mentor-client relationship may last for an extended period of time depending on the need. Good candidates for mentors may be:

- Former welfare recipients who have made the successful transition to work
- Volunteer organizations within your community
- Faith based organizations
- Supervisors or other employees on the work site that are provided by the employer as part of an already existing Employee Assistance Program

Encourage employers to establish Employee Assistance Programs at their work-site or enhance already existing ones to better support welfare recipients.

Establishing a mentoring program is a formidable task. Below are a few suggestions on starting a mentoring program.

- Establish a thorough screening process for mentors
- Provide orientation and training for mentors
- Provide ongoing supervision and support for mentors
- Encourage mentors to be committed, dependable and consistent

Most successful Welfare to Work programs established a mentoring program at the onset of the program. Some states like Kentucky have established a statewide mentoring program model. This support service has been highly successful in helping to provide the client the necessary support for the transition to the world of work.

Two other support services that are primary for the successful transition to the world of work are accessible transportation and reliable day care. Very often employment opportunities require clients to work non-traditional shifts or commute long distances.
Collaboration with day care and transportation providers to strengthen already existing services is key to the clients' success. Many day care providers have begun offering services at non-traditional times and many companies have established vanpools for employees. Providers must continue to build these partnerships and explore better ways to provide these critical supports.

Providers must continue to build these partnerships and explore better ways to provide these critical supports.

Another incentive available to employers that may be viewed as a support service is the Earned Income Tax Credit. Many employers are unaware of the variety of state and federal tax credits available to them by the hiring of welfare recipients. This information is easy to obtain and has become more streamlined for easy processing. Additional information regarding tax credits is provided in the appendix (see appendix pages 26-31).

Several post employment services that will be necessary to insure success in Phase Two of welfare reform have been identified and explored. Below are some examples of how these services have been implemented in existing programs:

- Tennessee offers a mentoring program in 50 of its 95 counties, training mentors and connecting them with TANF recipients.
- Utah has mandated mentoring services by law.
- The New Hope Demonstration in Milwaukee uses the EITC and wage supplements, with subsidized health and childcare to bring the monthly income of participants working full time to the poverty level.
- North Carolina has selected several Employee Assistance Program providers to work with employers committed to hiring Work First participants. This enhanced EAP component will address the problem of substance abuse.
- Utah will pay $500 per month for six months to employers willing to attend a one day special training and to hire hard to place TANF clients, and $1000 at the end of twelve months if these clients are still employed.
- New Jersey has adopted a new transportation initiative named "Get A Job, Get A Ride". This program allows for additional bus and train passes once the client is employed.
- In Tennessee, the "First Wheels" program helps recipients purchase used vehicles with no finance or interest charges.

SECTION 3

CLIENT FLOW – PROGRAM DELIVERY

SECTION 3 – CLIENT FLOW – PROGRAM DELIVERY

Understanding the time constraints that the client will be facing in Phase Two of welfare reform is critical to adult literacy providers as it pertains to program design and delivery. Programs must understand the specific needs of the welfare client as they flow through the service continuum. As detailed in the student flow chart, each phase of programming must include a detailed and coordinated service delivery plan. Below is a description of what role the service provider must play in each phase of program delivery, as indicated in the Student Flow Chart.

The first component will be the recruitment of the client with the cooperation of the County Assistance Office, or in the case of the non-custodial parent, the local judiciary. Establishing a strong partnership with these organizations is crucial to establishing a smooth referral process and the quick delivery of service.

Once the client is referred to the program, the individual will participate in an intensive orientation, which can last five days. During orientation the client will be given an explanation of the rules and regulations of the program, review any stipulations placed on the client by the referring agency, and will be assessed to determine the following:

- Literacy level
- A substance abuse history including a drug and alcohol profile
- A work history profile
- An educational profile
- Support service assessment
- Family history assessment
- Employment and skills training goals
- Barriers to job placement and retention activities
- A legal/criminal assessment
- Job skills assessment

Assessment instruments suggested for usage is:

- The Test of Adult Basic Education (TABE)
- The Basic English Skills Test (BEST)
- The COPS and CAPS (job interest inventories)
- The Drug Abuse Screening Test (DAST)
- The CAGE (alcohol screening tool)

The results from the initial orientation intake will be used to develop an Educational Development Plan (EDP) which will be implemented in the classroom. Through strong partnering with the County Assistance Office, all needed support services will be provided to

the TANF client. The EDP will provide the strategic plan for each client, which will focus on the ultimate goal of achieving self-sufficiency.

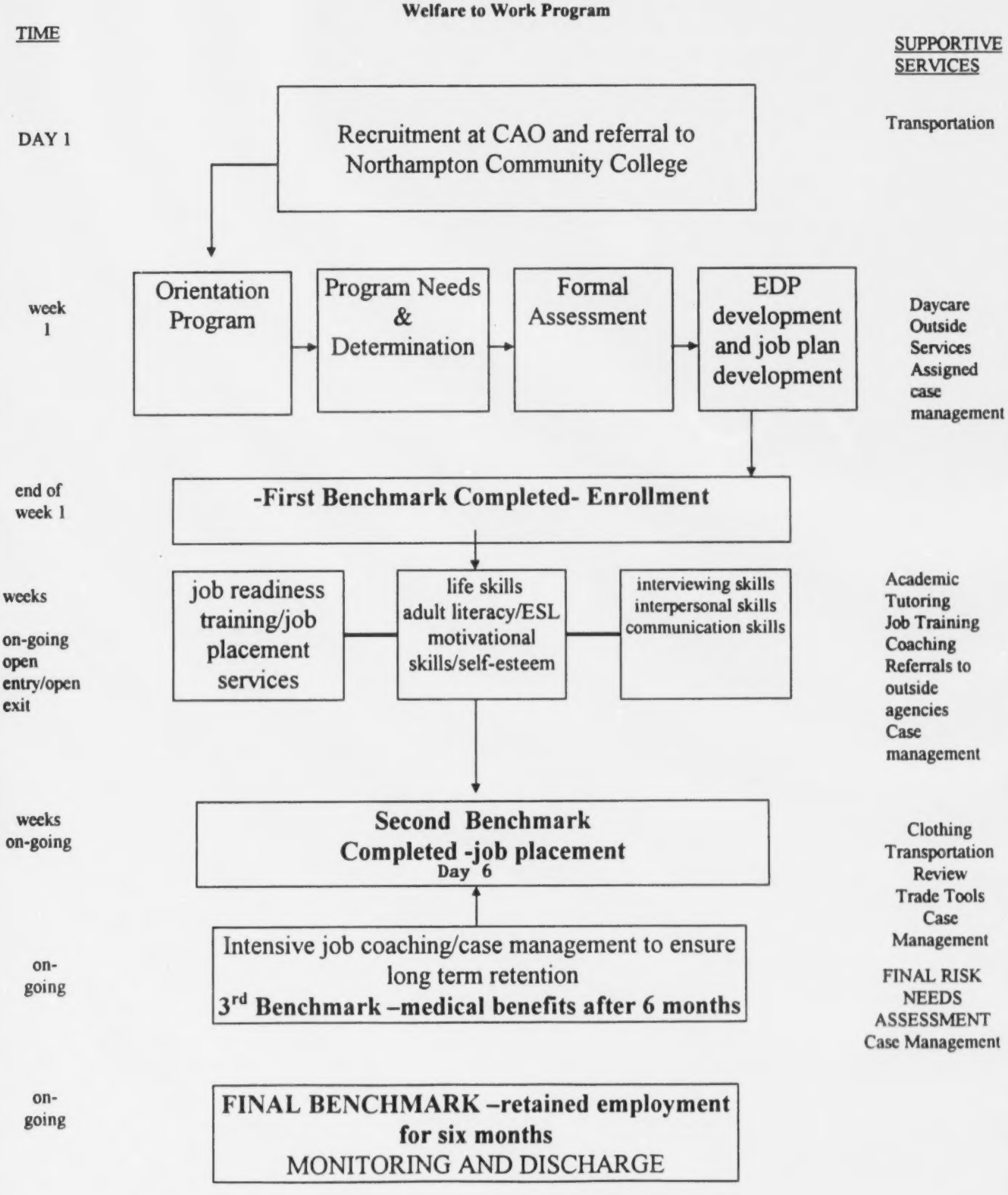
At the end of the first week the client must be employed twenty hours per week or in a work activity for twenty hours. Once this benchmark is achieved, the client must still participate in programming. The classroom instruction will be determined by the needs assessment. The focus should be job readiness, job placement services, literacy or ESL instruction, GED instruction, life skills instruction, and/or job retention skills. The service provided to the client will be designed to meet the specific needs of that individual, always working toward the goal of self-sufficiency. The importance of a comprehensive intake assessment procedure becomes obvious at this stage of programming. Effective identification of the clients' needs and barriers that impede the process at the onset of programming will create a more effective learning environment. During this phase of programming, intensive case management is provided to support the client outside of the classroom and job setting. Any referrals or partnering with community based organizations will take place during this phase of programming as well.

Once the client obtains employment, on-going services will be provided in the areas of basic education, ESL and GED preparation. Small group facilitation will be offered in the areas of self-esteem, substance abuse, motivation/assertiveness, budgeting skills, dressing for success, life skills, retention and job promotion strategies, and parenting skills. The establishment of a mentoring program is important at this phase of programming. All services should be available at non-traditional times and locations to accommodate a variety of work schedules. As throughout the program, intensive case management should be available for the clients. These services should be available to the client for a period of one year to ensure a smooth transition to self-sufficiency.

All necessary support document samples such as client intake forms, EDP, and attendance policies have been provided in the appendix. Included is a list of relevant Welfare to Work web sites for further reference (see appendix pages 33-44).

Student Flow Chart

Welfare to Work Program



SECTION 4

PROGRAM DESIGN – MODELS OF CURRICULUM

1. How Adults Learn Best
2. Employer's Expectations/Employee's Self-Evaluation
3. Common Denominations of Exemplary Programs
4. Elements of a Successful Curriculum
   a) Summary of SCANS
   b) Framework of EFF
   c) Collaborative Learning for Continuous Improvement

CURRICULUM – OVERVIEW

1. A Job Readiness Curriculum
2. A Job Placement Curriculum
3. Basic Skills Curriculum

1. How Adults Learn Best

In developing a model curriculum to meet the needs of the Welfare to Work population, the Adult Literacy Department of Northampton Community College integrated the Secretary's Commission on Achieving Necessary Skills, the U.S. Department of Labor's 1991 report commonly referred to as SCANS. The competencies developed by the SCANS report, as well as the basic skills that employers are looking for in their employees, were included to create the curriculum. The EFF (Equipped for the Future) report also comprises part of the curriculum presented in this section on "Curriculum". Additional information was obtained from a NY 353 entitled "Collaborative Learning for Continuing Improvement".

Many welfare clients are employed in entry-level jobs, or, if they are not employed, are qualified only for entry-level jobs. The purpose of this curriculum is to focus on entry level skills and proceed through skill development for promotion.

To teach basic skills alone is not an option for Adult Literacy providers. Literacy providers must integrate basic skills with job skills and work experience. It is almost considered malpractice by some educators if we do not meet the practical needs of the Welfare to Work client. Included in the appendix (pages 46-51) is an article highlighting several successful programs.

Programs need to be short and intense, and in combination with work experience, lead to work. It is obvious that changes in the welfare system are definitely encouraging and emphasizing educational purposes.

Beginning in 1999, hours of work beyond the initial 20 hours may be satisfied by:

1. Education directly related to employment
2. Job skills training directly related to employment
3. Satisfactory attendance at a secondary school or a GED program

This means that in 1999 the Welfare to Work client may have up to 5 hours per week of education. In the year 2000 – 2002, he/she can receive up to 10 hours of education per week.

All of these changes within the welfare system are a clear indication that educational expectations of Welfare to Work clients are increasing. The bottom line is that the client will need to support himself in 5 years. Education workforce skills are a **must**.

2. Employer Expectations/Employee Self-Evaluation

Employers have expectations of their work pool—they cannot afford to have an untrained, unskilled, uneducated work force. The types of skills that employers look for and need are classified into three categories:

Employers expect:

1. Workers with appropriate job skills (soft skills)
2. Workers without "baggage"
3. Workers ready to work

Employers need:

1. A reliable pool of entry level employees
2. More information regarding Welfare to Work

Employers look for 3 types of skills in their employees:

1. Adaptive Skills → adaptive skills are those personality traits that an individual possesses. An example of an adaptive skill is the ability to get along with others.
2. Transferable Skills → transferable skills are those abilities that a client/worker takes from job to job. An example would be organizational skills or problem-solving ability.
3. Job-Related Skills → job-related skills that are specific to a particular job.

On the other end of the spectrum, an employee or potential employee needs to be able to self-evaluate his interests, skills, educational needs, strengths and weaknesses to determine what it is he can truly be successful at.

Transferable skills are those that an employee can take from one job to another. The following worksheets divide transferable skills into seven areas. In the following worksheets, transferable skills are divided into seven areas. These worksheets have been included in this section of the manual as an example of a method that employees can use to self-evaluate strengths and weaknesses. The seven areas of transferable skills are:

1. Key Transferable Skills
2. Working with Things
3. Working with Data
4. Working with People
5. Using Words, Ideas
6. Using Leadership Ability
7. Using Creative, Artistic Ability

TRANSFERABLE SKILLS WORKSHEET

Key Transferable Skills

Skill	Already Strong	Needs Improvement
Meeting deadlines		
Planning		
Public speaking		
Budgeting and money management		
Supervising others		
Instructing others		
Accepting responsibility		
Managing people		
Meeting the public		
Organizing projects		
Taking risks		
Self-controlling		
Self-motivated		
Detail-oriented		
Explaining things to others		
Problem solving		
Good writing skills		
Good math skills		

This is an exercise that a person can do independently and/or as a class project.

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Working with Things		
Skill	**Already Strong**	**Needs Improvement**
Using my hands		
Assembling things		
Building things		
Constructing, repairing buildings		
Making things		
Observing, inspecting things		
Driving or operating vehicles		
Operating tools and machinery		
Using complex equipment		
Working with Data		
Skill	**Already Strong**	**Needs Improvement**
Analyzing data, facts		
Auditing records		
Investigating		
Locating answers, information		
Calculating, computing		
Classifying data		
Counting		
Researching		
Observing		

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Working with People		
Skill	**Already Strong**	**Needs Improvement**
Patient		
Sensitive		
Social		
Teaching		
Interviewing others		
Listening		
Tolerant		
Understanding		
Kind		
Diplomatic		
Counseling people		
Confronting (when necessary)		
Trusting		
Can be firm		

Using Words, Ideas		
Skill	**Already Strong**	**Needs Improvement**
Can be logical		
Speaking in public		
Designing		
Editing		
Remembering information		
Writing clearly		
Corresponding with others		
Creative		

Using Leadership Ability		
Skill	**Already Strong**	**Needs Improvement**
Arranging social functions		
Competitive		
Motivating people		
Can be decisive		
Running meetings		
Delegating		
Working out agreements		
Planning		

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Using Creative, Artistic Ability		
Skill	**Already Strong**	**Needs Improvement**
Dancing, body movement		
Drawing, art		
Performing, acting		
Playing instruments		
Presenting artistic ideas		
Expressive		

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Following is a table of adaptive skills that an employee can use to self-evaluate strengths and weaknesses.

ADAPTIVE SKILLS WORKSHEET		
Basic Adaptive Skills		
Skill	**Already Strong**	**Needs Improvement**
Good attendance		
Honest		
Arriving on time		
Following instructions		
Meeting deadlines		
Hard-working		
Getting along with others		
Patience		
Flexibility		
Maturity		
Assertiveness		
Dependability		
Learning quickly		
Completing assignments		
Sincerity		
Motivation		
Problem Solving		
Friendliness		
Other Adaptive Skills		
Skill	**Already Strong**	**Needs Improvement**
Sense of humor		
Leadership		
Physical stamina		
Enthusiasm		
Good sense of direction		
Persistence		
Self-motivating		
Accepting responsibility		
Results-oriented		
Willing to ask questions		
Pride in doing a good job		
Willing to learn		
Creativity		

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3. Common Denominators of an Exemplary Educational Program

- A valuable resource for the development of a good adult literacy program is explained in " Integrating Basic Skills Training into Welfare to Work" by Garrett Murphy and Alice Johnson. In this manual, five common denominators of exemplary programs are listed.

A. Focus on employment-related goals – An educational program cannot focus on the content areas that have been emphasized in the past – reading, math, and language. Emphasis must be placed on work-related and personal skills that will enhance a person's ability to obtain, keep, or perhaps advance on the job.
B. Hands on work experience (can be in the form of internships, job shadowing, or actual employment) – combine work experience with educational experience.
C. Collaboration with welfare agencies and other community based organizations (must look beyond instructional needs and address the needs of the client).
D. Early intervention and personal attention in addressing problems – perhaps a mentor.
E. Committed to continuous staff development – an absolute must – staff must be trained to disseminate what is essential for the continued success of a Welfare to Work program.

The major goal in the most successful program is employment. Programs, therefore, need to be short, intense, and lead to work and/or be done in combination with work experience. An exemplary program needs to keep in mind that the clock is ticking!

OTHER FACTORS THAT CONTRIBUTE TO SUCCESS

- Student Focus. Students are placed in a position of responsibility regarding their achievement and skill mastery.
- Client Advocates. Client Advocates assist students in addressing problems (such as child care, transportation, physical or substance abuse, and housing) that could interfere with their participation. Addressing problems early on can prevent students from dropping out. Bilingual advocates assist ESOL students.
- Job Coaches. Job Coaches address barriers and crises that emerge during the first few months of employment.
- Well-trained Staff. All instructors are trained and certified by the state, and client advocates are all social workers or counselors with experience with adults. Teachers also participate in six hours of special training around SCANS*. Teachers meet together regularly as a group to share ideas, experiences, and lesson plans.
- Employer Involvement. Employers that require a high school diploma or GED* as a prerequisite for employment were asked to take a chance on potential employees without these credentials, but with the SCANS skills and competencies. SES actively seeks employer input, especially in identifying skills needed for specific jobs.
- Focus on Adult Learning Styles. The program recognizes that adults learn differently than a more "traditional" student.
- Certification. Most participants receive certificates from the New York City Department of Health authorizing them to operate their own family day care centers, although many first gain expertise as employees in larger centers.
- Worksites. Worksites are pre-screened and selected based on their ability to model appropriate and professional child practices for students.
- One-stop location. Adults take classes and get work experience in their children's elementary school buildings. Preschools, Head Start, and daycare programs pick up younger children at elementary schools.
- Free child care. Child care is provided for young children and is paid for by the Department of Human Services.
- Free transportation. The local school district's transportation system allows parents to ride the bus to their assigned school with their children.
- Family focus. The focus is on integrated services to *families* rather than individuals.
- Integration. Work, classes, and parenting are integrated in order to facilitate the transfer of skills from one role to another.
- Community support. A partnership -- including the technical college, school district and other human and social service agencies -- that represents a cross-section of the community actively supports the program through sharing resources and expertise.
- Individual tutoring. One-to-one tutoring is available for students.
- One-stop center. The program has the ability to offer all services on-site. Many of the partners that contribute services and instruction are not located at the center but are willing to bring their services to the participants.
- Child care. Free on-site child care is provided during classroom hours.
- On-site work experience. Most participants have work experience on-site, in jobs that help them develop good work habits.
- Well-trained staff. Each household's primary contact is trained and certified as a Family Development Specialist by the University of Iowa's School of Social Work.

- Life skills workshops. Monthly "Lunch and Learn" workshops are held on topics for which students have expressed an interest. Recent topics include the following: low-cost family activities, budgeting, nutrition, depression, and anger and grief management.
- Child care. While participants attend classes, their children attend an early childhood center at the same site. There is also an on-site play area and toy and book lending library.
- Support services. Literacy is integrated with on-site support services in order to help families meet basic needs. Services include case management and counseling, a health clinic, domestic violence and depression support groups, career counseling, and transportation stipends.
- Collaboration. In order to ensure that services from all entities are coordinated, bi-monthly "case staffings" are attended by all departments. Case staffings allow staff members to review participant progress (academic and otherwise), discuss services appropriate to each participant, assign tasks, and devise common strategies for assisting individual participants.
- Thorough transition process. An extensive exit process helps the participant prepare for the transition to employment, particularly in terms of child care, health care, and academic support.
- Flexibility. The program is continuously modified to meet participant needs.
- Convenient work-experience.
- Free support services.
- Thorough goal setting. Initial goal setting process includes vocational, life interest, and basic skills assessments (CASAS)*. Results are used to create individual learning plans that include one long-term (6-8 months) educational goal and several short-term (2-3 months) goals.
- Life and Employability skills. Developing skills important on the job and in all area of life (e.g. conflict resolution, teamwork and problem-solving).
- Job Search skills. Students produce a resume and cover letter using a word processor, complete two job applications, and participate in practice interviews.

ELEMENTS OF A SUCCESSFUL CURRICULUM

The following are elements of a successful curriculum and other factors that contribute to a program's success. (Taken from "What Works - Integrating Basic Skills Training into Welfare to Work"). This is a comprehensive list that incorporates many factors. Obviously, all elements are not included in a specific curriculum but represent those aspects of a program that might be necessary to include in a specific program's curriculum. For example, a family literacy component may be necessary; therefore, childcare is an element of that specific program.

- Comprehensive Assessment. Intake includes a comprehensive vocational and academic assessment to determine each student's skill level, aptitude, interests, and abilities. A student profile is then developed for each student, including a career/education plan that makes every effort to match their interests and abilities with realistic outcomes.
- SCANS* Focus. Basic skills instruction is applied to the work setting, with core curriculum based on SCANS foundation skills* and development of SCANS* competencies*. Students work on projects both in and out of class through which they develop and use SCANS competencies*.
- Internships. As students progress, they are gradually phased into internship. Others move from their first internship into a full-time job.
- Hands-on application of curriculum. Students alternate weekly between the classroom and the worksite, which allows materials learned in the classroom to be applied in a hands-on learning environment on a continual basis.
- Team teaching. Team teaching of literacy specialists with early childhood specialists creates a highly contextualized curriculum.
- Project-based instruction. Each curriculum topic is emphasized through the completion of a project. For example, classroom instruction in nutrition and cost considerations in menu-planning for child care concludes with the preparation of a two-week menu plan by each student.
- Discussion groups. One morning per week is reserved for group discussions centered around activities in the worksite during the previous week, so that students can learn from one another.
- Equipped for the Future. *Equipped for the Future's* generative skills* (communication, interpersonal, decision-making, and lifelong learning) are emphasized.
- Career Assessment. Students explore career possibilities through a special computer program, field trips, speakers, job shadowing, and working woman mentors.
- Individual Career Plans. Students develop "Individual Career Plans" in which they identify their skills and interests, and appropriate career options (including information on the local labor market, wages, education and training requirements for various jobs, and employer-specific information.)
- Goal setting. Participants develop and pursue short and long-term goals, including completing training requirements, organizing childcare and transportation, and securing an initial job.

- Career Passports. Students document their achievements in a career passport that is used in job interviews.
- Comprehensive focus. Initial assessment includes 10 areas of self-sufficiency: employment, income, education, transportation, childcare, nutrition and physical health, family unity, housing, mental health, and community involvement.
- Individual goals. Participants work with a case manager who coordinates and facilitates setting goals and action plans for reaching them.
- Technology training. Classrooms are equipped with computers with Internet access and a children's literature area where parents can read to their children.
- Parenting skills. Parenting instruction is included in class twice monthly, and is coordinated with local Head Start. Parents are strongly encouraged to participate in their children's school conferences, meetings, and activities.
- Employment Training Specialists. An Employment Training Specialist (who is also a teacher) works with each participant to make the connection between learning activities in the classroom and long-term employment goals, and assists participants in contacting potential employers, preparing resumes, and setting up job interviews.
- Comprehensive self-assessment. Upon entry, participants attend Life Skills classes in which they take a close look at their lives. They assess family history, undergo literacy and health assessments, and decide how to best use the opportunities offered at ETC.
- Parenting skills. Parents are taught to observe the developmental stages of their children, and learn how to use play and reading to foster their children's development.
- Workshops. Special workshops on employment are held every two months, and there are regular field trips to job fairs and to job training programs that interest participants.

4. Components of a Successful Welfare to Work Program

After determining the needs of the employer, the needs of the employee and what is necessary for an overall successful education program to meet the needs of the Welfare to Work client, a comparison of three exemplary programs was completed. These programs comprise the basic components of a Welfare to Work program:

✓ **SCANS ⇒ Secretary's Commission on Achieving Necessary Skills**

✓ **EFF ⇒ Equipped for the Future**

✓ **COLLABORATIVE LEARNING FOR CONTINUED IMPROVEMENT ⇒ Team learning and problem solving in a workplace education program**

Following is a chart on comparing the SCANS, EFF, and Collaborative Learning for Continuous Improvement.
Highlighted are the basic components of each program. Integrating all programs is a comprehensive approach to developing a curriculum to meet the needs of the Welfare to Work recipient. **Strong Basic Skills and Workplace Skills need to be acquired to succeed in today's workplace.** A basic skills program must focus on problem solving to help workers become active thinkers and problem solvers.

SCANS	EFF	Collaborative Learning for Continuous Improvement Team - Learning and Problem Solving in a Workplace Education Program (NY 353 grant)
Organizing basic skills instruction around more general work requirements	identifies what generative skills workers need to know to compete in a global economy (Standards-based approach)	curriculum - ongoing process to:
BASIC SKILLS	STANDARDS FOR ADULT PERFORMANCE	1. identify learning objectives
• reading	• Communication Skills	2. design activities to achieve objectives
• writing	⇒ View critically	3. implementing and continually improving these activities
• arithmetic (math)	⇒ Listen actively	Factors to be considered in developing a curriculum
• Listening and speaking	⇒ Speak so others can understand	1. problem posing - identify then strategize
THINKING SKILLS	⇒ Convey ideas in writing	2. collaborative learning and decision making
• creative thinking	⇒ Read critically	3. SCANS Competencies
• decision making	• Life Long Learning	4. Portfolio Assessment
• problem solving	⇒ Reflect and evaluate	
• seeing things in the mind's eye	⇒ Learn in new ways	
• knowing how to learn	• Decision Making	
• reasoning	⇒ Use technology	
PERSONAL QUALITIES	⇒ Use math concepts and techniques	
• responsibilities	⇒ Solve problems	
• self-esteem	⇒ Research	
• social	⇒ Plan	
• self management	• Interpersonal Skills	
• integrity	⇒ Cooperate with others	
• honesty	⇒ Advocate and Influence	
These skills lead to the following competencies that effective workers can use:	⇒ Resolve Conflict and Negotiate	
• resource management	⇒ Guide	
• interpersonal skills	⇒ Lead	
• information management		
• systems management		

CONTENT FRAMEWORK FOR EFF STANDARDS (EQUIPPED FOR THE FUTURE)

- Meet 4 Purposes
- Accomplish Common Activities
- Demonstrate Generative Skills
- Understand and Be Able to Use Knowledge Domains

The Four Purposes:

- ACCESS-To information so adults can orient themselves in the world
- VOICE-To be able to express ideas and opinions with the confidence they will be heard and taken into account
- INDEPENDENT ACTION-To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others
- BRIDGE TO THE FUTURE-Learn how to learn so adults can keep up with the world as it changes

The Common Activities:

- Gather, analyze and use information
- Manage resources
- Work within the big picture
- Work together
- Provide leadership
- Guide and support others
- Seek guidance and support from others
- Develop and express a sense of self
- Respect others and value diversity
- Exercise rights and responsibilities
- Create and pursue a vision and goals
- Keep pace and change

SUMMARY
THE SCANS REPORT FOR AMERICA 2000
WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance.

COMPETENCIES. Effective workers can productively use:

- Resources: allocating time, money, materials, space and staff;
- Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds;
- Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems: understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

- Basic skills: reading, writing, arithmetic and mathematics, speaking and listening;
- Thinking skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reason;
- Personal Qualities: individual responsibility, self-esteem, sociability, self-management and integrity

See Appendix for additional information on SCANS.

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE 4 PURPOSES

Access
To information so adults can orient themselves in the world

Voice
To be able to express ideas and opinions with the confidence they will be heard and taken into account

Independent Action
To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others

Bridge to the Future
Learn how to learn so adults can keep up with the world as it changes

ACCOMPLISH THESE COMMON ACTIVITIES

- Gather, Analyze and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue a Vision and Goals
- Keep Pace with Change

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills
- Read Critically
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- View Critically

Interpersonal Skills
- Cooperate with Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide
- Lead

Decision-making Skills
- Plan
- Research
- Solve Problems
- Use Mathematical Concepts and Techniques to Solve Problems
- Use Technology

Lifelong Learning Skills
- Reflect and Evaluate
- Learn in New Ways

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

- How We Grow and Develop
- How Groups and Teams Work
- How Systems Work
- Rights and Responsibilities
- Culture, Values and Ethics
- How the Past Shapes the World We Live In

Equipped for the future

Equipped for the Future Standards for Adult Performance

The Generative Skills: (The Wheel)

- Communication Skills-Read critically, convey ideas in writing, speak so that others understand, listen actively, view critically
- Interpersonal Skills-Cooperate with others, advocate and influence, resolve conflict and negotiate, guide, lead
- Decision-Making Skills-Plan, Research, solve problems, use mathematical concepts and techniques to solve problems, use technology
- Lifelong Learning Skills-Reflect and Evaluate, Learn in new ways

CURRICULUM - OVERVIEW

The three curricula presented in this section are syllabi and curriculum developed by staff and faculty at Northampton Community College in Bethlehem, Pennsylvania.

Included in the project are three distinct curricula:

1) A job-readiness curriculum

2) A job placement curriculum

3) A basic skills curriculum

Refer to appendix page 54 for a list of vendors whose materials were reviewed and referred to in this project.

CURRICULUM – OVERVIEW

A basic skills program must focus on problem solving and problem posing. Adult basic education can help people become active thinkers and problem solvers. Once it is determined how an adult learns best, certain elements need to be factored in curriculum development:

A. Problem Posing
   - -Identify problems/issues/concerns
   - -Analyze causes of problem
   - -Develop strategies to respond to problems

B. Collaborative Learning "Decision Making"
   - -Everyone within a company needs to play an active role in planning, implementing, monitoring, and improving the program

C. SCANS – The United States Department of Labor lists five competencies all workers should have:
   1. Resources⇒Effective use of resources
   2. Interpersonal⇒Working with others
   3. Information⇒Finding and using it
   4. Systems⇒Understanding complex relationships
   5. Technology⇒Uses a variety of technologies

   Underlying these competencies is a range of foundation (basic language) and math skills
   - -Thinking skills
   - -Personal qualities

   Disconnected reading, writing and math skills cannot be taught anymore. SCANS reflects the complex demands actually put on workers in the workplace.

D. Portfolio Assessment
   - -In lieu of standardized tests, a portfolio assessment includes writing samples, projects, etc. that reflect what the learner can do

   In a study conducted at six different company sites by a New York State 353 grant, the following lessons were learned about the curriculum model:
   1. Each site identified a number of problems to focus on.
   2. Both flexibility and a comprehensive "open-minded" assessment process are necessary.
   3. Educational staff needs the expertise, time, and other resources to put together a package of basic skills related services which are meaningful and effective in responding to the learning needs of workers.

The experienced staff at Northampton Community College developed three model curricula that reflect the basis of the research of this project.

A JOB-READINESS CURRICULUM

COURSE OUTLINE

I. COURSE DESCRIPTION

This course will provide 75 hours of classroom instruction in job readiness skill development with a projected goal of preparing the student for employment. The course is designed to ease the transition from public assistance to meaningful employment. As an open-entry/open-exit program, each student will receive a skills inventory to identify the focus of training as it pertains to the world of work as part of the EDP. A life skills component tailored to strengthen self-esteem and to understand the impact of substance abuse on the individual as it pertains to employment will be incorporated. This course is planned as a 5 week cycle. Students will meet 3 hours per day, Monday through Friday.

II. COURSE OUTLINE

A. Self-awareness and motivational skills
B. Life skills management
C. Interview skills, communication skills, and interpersonal skills
D. Identifying adaptive, transferable and power skills
E. Applications, cover letters, job plan development, resumes and JIST cards

III. OUTCOMES/OBJECTIVES

1. To identify job readiness skills, students will complete job interest inventories.
2. To strengthen student's self-esteem, students will complete a self-esteem inventory at the beginning of the course and at the end of the course to measure progress.
3. To increase the awareness of substance abuse issues on the individual as it pertains to employment, students will participate in group discussions, presentations, and develop a plan to address their own issues as it pertains to employment.
4. To establish better financial and time management techniques, students will design their personal budget and time management plans.
5. To improve their understanding of today's job market trends, students will document field trips to worksites, job centers, job fairs, and other classroom activities.
6. To create effective resumes, JIST cards, and practice interview techniques, students will practice skills through writing cover letters, thank you notes, JIST cards, and mock interview sessions.
7. To prepare for active job placement, students will develop a comprehensive job search plan.

IV. COURSE SYLLABUS

Week 1 Self-esteem activities
Developing effective interpersonal communication skills
Dressing for success
Team Building Strategies
Budgeting

Week 2 Administer Career Inventory
Identify job skills
Employer's expectations/ identifying the "soft skills"
Developing effective interview skills

Week 3 Career planning based on today's job market trends
How people find jobs/networking
Setting a job objective
Best job search methods

Week 4 Filling out applications
JIST Cards
Cover letters
Resumes
Thank you letters
Job Center visit/registration

Week 5 Adaptive, transferable and power skills
Develop job search plan
Interview skill development
Decision making/problem solving

V. COURSE ACTIVITIES

Individual instruction
Lecture
Small group activity
Speakers
Field trips
Workplace readiness exercises
Workbooks and homework assignments
Mock interviews
Videos
Taped student interviews
Role play "telephone skills""
Using the Fax machine

VI. COURSE MATERIALS

Newspapers
Getting The Job You Really Want, JIST
EGOE/GOE reference books
Applying & Interviewing for a Job, South-Western Publishing
Job Savvy- How to be a Success at Work, Ludden, LaVerne
You're Hired - Book Two: Getting the Right Job, Clark, Mahaffy
The Very Quick Job Search, JIST
The Very Quick Resume and Cover Letter Book, JIST
Handouts
Blackboard
Videos
Computers

VII. EVALUATION

Career Inventory
Job Search Plan
Job Search Portfolio to include:
- List of 10-15 employer contacts
- Applications
- 3 JIST Cards
- 3 typed cover letters
- 3 typed resumes
- 3 typed thank you notes

A JOB PLACEMENT CURRICULUM

I. COURSE DESCRIPTION

This course will provide 45 hours of classroom instruction in job placement activities including: interview skills, employer expectations, and job retention skills, with a projected goal of obtaining unsubsidized employment. Students will participate in Job Fairs and related job search activities. This open entry/open exit course is planned as a 3 week cycle. Students will meet 3 hours per day, Monday through Friday.

II. COURSE OUTLINE

A. Refine interview, communication, and interpersonal skills
B. Review and update job search plan
C. Participate in job placement activities
D. Provide job retention strategies
E. Prepare students to meet employer expectations

III. OUTCOMES/OBJECTIVES

1. To refine interview, communication, and interpersonal skills, students will participate in taped mock interviews.
2. To demonstrate their knowledge of successful job search methods, students will document the implementation of their job search plan to include business contacts, interviews, and participation in job fairs.
3. To receive job retention strategies, students will complete classroom activities which will be documented.
4. To review and update job search plan, students will meet minimally with the job developer once a week.
5. To prepare students to meet employer expectations, students will participate in classroom activities which will include employer presentations, role playing sessions, and group discussions.
6. To verify employment in an unsubsidized job, students will submit employer verification forms.

IV. COURSE SYLLABUS

Week 1 Refine interview skills with mock interview activities
Develop effective interpersonal and communication skills

Week 2 Effective job search techniques
Workshops on job retention and employer expectations

Week 3 Finalize job search portfolio
Implement job search plan

V. COURSE ACTIVITIES

Individual instruction
Lecture
Small group activities
Speakers
Field trips
Mock interviews
Videos
Role playing

VI. COURSE MATERIALS

Newspapers
EGOE/GOE reference books
Job Search Guide, U. S. Employment Service
Applying & Interviewing for a Job, South-Western Publishing
Job Savvy- How to be a Success at Work, Ludden, LaVerne
You're Hired - Book Two: Getting the Right Job, Clark, Mahaffy
Job Search Workbook- Self-evaluation, Locating Employers and Contacting Employers, U.S. Employment Service
Job Hunting Handbook, Dahlstrom, Harry
The Very Quick Job Search, JIST
Handouts
Blackboard
Videos
Computers

VII. EVALUATION

Job Search Documentation Forms
Job Placement
Employer verification

A BASIC SKILLS EDUCATION CURRICULUM

I. COURSE DESCRIPTION

This 120 hour course is designed to assist adult learners in the areas of Adult Basic Education (ABE), English as a Second Language (ESL), and/or GED preparation. It is also designed for students who want a review of the basic skills or for students who need remediation. This program will combine adult literacy skills, employability, computer skills/keyboarding, and workplace literacy skills. Topics to be covered include, but are not limited to: reading, writing, mathematics, computer literacy, and other related skills. This open entry/open exit course is planned as an 8 week cycle. As a pre-employment service, it will be offered 3 hours per day, Monday through Friday. In order to allow for the participation of employed clients, the course will also be offered during flexible non-traditional hours in an open entry/open exit setting.

II. COURSE OUTLINE

Reading skills

1. communication
2. process
3. background knowledge
4. before, during, and after reading strategies
5. vocabulary
6. text structure

Writing Skills

1. communication
2. process
3. background knowledge
4. before, during, and after reading strategies
5. vocabulary
6. sentence/paragraph structure
7. mechanics

Mathematics

1. whole numbers
2. fractions
3. decimals
4. percents
5. data analysis
6. word problems
7. algebra

Workplace Literacy Skills

1. Reading manuals on the job
2. Computing for today's workplace
3. Communications in the workplace
    A. written communication
    B. verbal communication
4. Workplace literacy softskills
    A. getting to work on-time
    B. dressing for the job
    C. time cards and checks
    D. team building skills
    E. your first evaluation

Computer skills

1. elements of the keyboard
2. programs available
3. word processing: font, bold, cut, paste, spell, check save, print, etc.
4. spread sheet: data entry, cut, paste, rows, columns, save, delete, etc.

III. OUTCOMES AND OBJECTIVES

1. To empower students to be self learners, students will assist to establish an EDP.
2. To empower students to raise their self-esteem, students will maintain a portfolio of their work to measure progress and accomplishments.
3. To meet the educational goals of each student, students will complete an Individual Goal Plan at the beginning of the course and at the end of the course to measure progress.
4. To promote life-long learning, students will complete written assignments in which they describe their accomplishments and sense of excitement toward learning.
5. To develop effective reading comprehension skills, students will be assigned level appropriate workplace materials in reading; comprehension will be monitored through retellings, writing assignments and responses to questions.
6. To develop critical thinking skills in the content areas of reading, writing, and mathematics, students will be assigned level appropriate workplace materials in reading, writing, and math. Critical thinking skills will be monitored through retellings, writing assignments and responses to questions.
7. To increase communication skills in the workplace, students will participate in classroom activities to include oral presentations, role playing sessions, and written reports.
8. To increase knowledge of workplace literacy softskills, students will participate in group discussions, demonstrations and role playing sessions.
9. To introduce basic computer skills such as keyboarding, document creation and data entry, students will create letters, resumes, telephones books, etc. using the computer.

IV. COURSE SYLLABUS

Week	Topics
1	how we learn the reading writing process brainstorming to activate background knowledge reading and writing gather writing samples introduction to computers
2	whole numbers: addition, subtraction, multiplication, division point of view organizing thoughts and ideas using the computer to learn keyboarding recognizing text structure fractions workplace literacy skills
3	self-questioning and monitoring during reading and writing self-questioning to assess comprehension after reading rewriting to clarify meaning editing skills using a computer fractions: adding, subtraction, multiplication, division communication for today's workplace
4	vocabulary: discovering meaning from context; finding meaning in structure of text; expanding vocabulary to create interesting print; structuring writing to enhance meaning: from sentences to paragraphs; spell check and grammar check; decimals; place value, rounding, basic operations; cover letters dressing for success
5.	separating fact from fiction; reacting to print in writing; arranging data on a spread sheet; gathering mathematical data from graphs. percentages. reading want ads

verbal communication in the workplace

6. how to deal with difficult text;
using reference materials;
editing one's writing;
dealing with word problems.

7. completing forms/reports;
reading maps and diagrams;
solving addition subtraction equations.
writing directions.

8. algebra : equations and variables
measurements;
reading/understanding directions;
solving multiplication and division equations;
creating formulas on a spread sheet.
reading manuals

V. COURSE ACTIVITIES:

This course of study will address the varying needs of multi-level students. The TABE test and Profile Sheet will establish the initial course of study for each individual student. Based on the assessment information and hands on activities (use of newspapers, videos, and computer software), students will improve their basic education skills. GED Practice Tests will be given as necessary. Each will work at his/her pace on topics which satisfy his/her needs. Job related topics and skills, including computer technology and employability skills will be incorporated as much as possible.

VI. COURSE MATERIALS:

A. Assessment Materials

Includes the BEST, TABE, GED Practice Tests, writing samples and various book placement tests in reading, math and language.

B. Primary Textbooks (include but not limited to:)

Contemporary's:

Number Power
Expressions & Viewpoints
Exercising Your English

Steck Vaughn's:

Real Life English Series
GED Series

C. Secondary Text and Materials (include but not limited to:)

Phoenix Learning Resources
Guide to Better English
Oxford Picture Dictionary
The Working Experience Series
Dictionaries and Thesauruses

D. Essential Equipment

Pencils, Pens, Notebooks, Calculators
Blackboard, Chalk, Eraser
Overhead Projector, Transparencies
Maps and Globe
VCR and TV
Computer with word processor and spread sheet

VII. EVALUATION:

A. Pre-test Expected entering criteria
B. Post-test Expected exiting criteria
C. Text or instructor created tests to measure competency
D. Writing samples
E. Portfolios

SECTION 5

APPENDIX

SECTION 2

TYPES OF SERVICES NEEDED
APPENDIX

DIRECTIONS FOR USE OF THE CAGE

The Cage is considered to be the most effective and easy to use screening tool for alcohol abuse. It has been in use since 1970 and consists of four questions. It is considered necessary to refer a client for further assessment if they answer positive to even one of the four questions.

The Cage is a primary screening tool for alcohol only. If it suspected that other substance abuse may be occurring, it is recommended that another screening be completed on the client. The use of the DAST is recommended.

DIRECTION FOR USE OF THE DAST

The DAST consists of a series of twenty-eight questions relating to drug use. A score of five positive responses generally relate to alcohol abuse, six or more positive responses indicate that abuse of other drugs may be occurring. It is recommended that this client be referred for further assessment and possible treatment.

CAGE

"Have you ever felt you ought to
Cut down on your drinking?"

"Have people
Annoyed you by criticizing your drinking?"

"Have you ever felt bad or
Guilty about your drinking?"

"Have you ever had an
Eye-opener
drink first thing in the morning to steady your nerves or get rid of a hangover?"

From J. Ewing, "Detecting Alcoholism: the CAGE Questionnaire", JAMA 252(14): 1905-1907, 1984.

appendix (2)

DAST

The Drug Abuse Screening Test

1. Have you used drugs other than those required for medical reasons?
2. Have you abused prescription drugs?
3. Do you abuse more than one drug at a time?
4. *Can you get through the week without using drugs (other than those required for medical reasons)?
5. *Are you always able to stop using drugs when you want to?
6. Do you abuse drugs on a continuous basis?
7. *Do you try to limit your drug use to certain situations?
8. Have you had "blackouts" or "flashbacks" as a result of drug use?
9. Do you ever feel bad about your drug abuse?
10. Does you spouse (or parents) ever complain about your involvement with drugs?
11. Do your friends or relatives know or suspect you abuse drugs?
12. Has drug abuse ever created problems between you and your spouse?
13. Has any family member ever sought help for problems related to your drug abuse?
14. Have you ever lost friends because of your use of drugs?
15. Have you ever neglected your family or missed work because of your use of drugs?
16. Have you ever been in trouble at work because of drug abuse?
17. Have you ever been in trouble at work because of drug abuse?
18. Have you gotten into fights when under the influence of drugs?
19. Have you ever been arrested because of unusual behavior while under the influence of drugs?
20. Have you ever been arrested for driving while under the influence of drugs?
21. Have you engaged in illegal activities to obtain drugs?
22. Have you ever been arrested for possession of illegal drugs?
23. Have you ever experienced withdrawal symptoms as a result of heavy drug intake?
24. Have you had medical problems as a result of your drug use (e.g. memory loss, hepatitis, convulsions, or bleeding)?
25. Have you ever gone to anyone for help for a drug problem?
26. Have you ever been in a hospital for medical problems related to your drug use?
27. Have you ever been involved in a treatment program specifically related too drug use?
28. Have you been treated as an outpatient for problems related to drug abuse?

*Items 4, 5, and 7 are scored in the "no" or "false" direction.

Scoring: A score of greater than five requires further evaluation for substance abuse problems.

From H.A. Skinner, "The Drug Abuse Screening Test", *Addict Behav* 7(4): 363-371, 1982.

appendix (3)

NON-CUSTODIAL PARENT PROGRAMS

Maine

The Maine Department of Human Services has established a regional system of job fairs to help unemployed, noncustodial parents and TANF recipients identify employment opportunities in their area. Noncustodial parents who have not paid child support in the last sixty days are invited to attend one of the regional job fairs scheduled across the state. The department's division of support enforcement and recovery, which administers the notification process, identifies all noncustodial parents who have not paid child support in the last sixty days within the region where the fair is being held and invites them to the fair. The department's bureau of family independence coordinates and funds the job fairs, which were initially established for TANF recipients. At each job fair, area employers are assigned booths to distribute employment applications and, on occasion, conduct interviews. To date, 8,000 noncustodial parents have been invited to seven job fairs. Turnout has been exceptional, and the job fairs will continue to be held periodically in each area of the state. Contact: Stephen Hussey, director, Child Support Program, Division of Support Enforcement and Recovery, Maine Department of Human Services, 207/287-2844 or stephen.l.hussey@state.me.us.

Maryland

To assist young men who are unable to fulfill their financial, moral, and social responsibilities to their children, Maryland established the Young Fathers/Responsible Fathers Program within the department of human resources. This program provides educational and employment opportunities as well as emotional support to enable fathers to play a productive role in their children's lives. It targets unwed and expectant fathers who are at risk of forsaking their parental responsibilities. The program has served more than 350 young men annually through outreach, case management, and after-care services referrals. Participants have become actively involved in child rearing, become employed, paid child support on a regular basis, completed their high school equivalency certificate, enrolled in higher education programs, and become mentors to younger men.

In partnership with the Maryland Child Support Enforcement Administration, the Young Fathers/Responsible Fathers Program also is working to support noncustodial parents. The two entities work very closely to enhance services by helping existing fatherhood programs secure funding from the federal government and other sources. In a six-month period, this partnership increased funding in the state for fatherhood programming by nearly 100 percent. In addition, these two entities are working together to educate Marylanders on current fatherhood initiatives and the importance of including both parents in programs for children and families.

The Young Fathers/Responsible Fathers Program is being implemented in eight of the state's twenty-four jurisdictions, but its expansion to other areas is planned. Its success is the result of Governor Parris N. Glendening's commitment to reform welfare and use new child support enforcement strategies. The program is jointly funded by the state and the federal government. Contact: Lynn Mitchell, Governor's Washington, D.C. Office, 202/624-1430 or lmitchell@gov.state.md.us.

Missouri

Most fathers want to contribute to the upbringing of their children, but some are unable to do so because of a lack of education, job skills, or employment opportunities. Missouri's Partners for Children is a parent-driven program to help low-income, noncustodial fathers become self-sufficient, pay their child support, and assume a more active, positive role in their children's lives.

The Partners for Children program recognizes that fragile families need help and support in learning parenting skills and breaking past behavior cycles. Participating fathers gain valuable skills not only to meet their financial responsibilities, but also to meet their children's emotional needs. The program teaches fathers the importance of being a positive role model and becoming involved in their children's development and education. The program also uses the existing network of community-based services by making necessary referrals to family, education, employment, substance abuse, and other support services. Fathers also receive mediation services to help them resolve visitation issues.

Partners for Children requires participating fathers to contribute at least $50 in child support payments within one month of entering the program, or $20 if they have no income. Fathers are given goals to reach; if they actively cooperate in the program, a portion of their child support debt may be forgiven.

Partners for Children began in Kansas City under the guidance of the Missouri Department of Social Services and a community collaborative in Kansas City called the Local Investment Commission. Governor Mel Carnahan is expanding Partners for Children statewide. Contact: Dave

Tennessee

Tennessee's Institute for Responsible Fatherhood and Family Revitalization works with low-income, noncustodial fathers residing in Nashville who have become disconnected from their children both financially and emotionally. The goal is for fathers to become more involved in their children's lives by establishing paternity, enabling them to pay child support, and encouraging them to spend more time with their children. The institute's emphasis is on helping fathers gain employment so they can better support their children financially.

The initiative provides job training, education, employment assistance, and counseling to the father. The counseling addresses the father's relationships with both his children and the mother of his children to build a stronger foundation for job-related efforts.

The project serves primarily noncustodial fathers. However, their children and the children's mothers also are invited to take advantage of the institute's services. Since the three-year pilot began in September 1996, 185 people have been served; as of January 1998 ninety-three of them were still participating in the program.

Governor Don Sundquist supported and signed the legislation for this pilot project, which was moving through the legislature simultaneously with his Families First welfare reform legislation. The project's annual budget for three years is $140,000. The Institute for Responsible Fatherhood and Family Revitalization operates the project with funding from the Tennessee Department of Human Services, using state Families First funds and federal child support funds. In addition, the local institute and the National Institute for Responsible Fatherhood and Family Development, with which it is affiliated, raise funds from other sources, such as the Ford Foundation.

In addition, Tennessee's Welfare-to-Work formula grant plan calls for expanding services to noncustodial parents in one or two counties in every Job Training Partnership Act service delivery area in the state. The new programs will use the curriculum developed by the Nashville project. Contact: Wanda Moore, director, Families First and Food Stamps, Tennessee Department of Human Resources, 615/313-5652.

Program Name/Contact

County of Sacramento Department of Health and Human Services Alcohol and Other Drug Treatment Initiative Sacramento, California	Guy Howard Klopp Special Projects Alcohol and Drug Bureau 916-874-9754

Program strategy: Increased service capacity, through caseworker training

Location: Available to agencies throughout the state

Brief Program Description

The Sacramento County Department of Health and Human Services has developed the Alcohol and Other Drug Treatment Initiative (AODTI) to address the limited treatment capacity of county agencies to serve people with substance abuse problems. Officials determined that local capacity was able to meet only 23 percent of demand. AODTI includes three areas of effort:

1. To Train Staff to Recognize, Assess, and Work with Clients Who Have Substance Abuse Problems. The department has developed materials for three distinct and successively more advanced levels of training designed to enable frontline workers to screen for substance abuse.

2. To Expand Treatment Resources. The AODTI trains workers to provide informational, educational, and pre-treatment group services. More than 450 new treatment slots have been added.

3. To Monitor and Access Available Treatment Resources Through an Automated Service Requisition and Client-Tracking System. This computer-based system, still in the design stages, will coordinate information on treatment availability and client status from all community-based and in-house service providers.

The AODTI training program and consultation are available to other jurisdictions. Services provided to interested sites include training an agency's designated trainers, providing on-site training and curriculum materials, and consultation. The cost ranges from $40,000 to $75,000.

Evaluation

Children and Family Futures has provided consultation to assist with the evaluation of this program. Preliminary findings are based on a pre- post-training questionnaire administered to all staff who complete the first two levels of training. The evaluation is designed to determine the training program's impact on workers' ability and comfort in dealing with substance-abusing clients, on clients' entrance into and completion of treatment, and on the expansion of treatment capacity.

Findings

Findings assessing the program's impact on workers' skills have shown significant changes in knowledge, capacity, and comfort level in addressing substance abuse issues. Preliminary findings from the client evaluation indicate increased levels of family stability, reduced substance use, and improved use of other systems of support. Similar findings have been found in other sites. The evaluation of systemwide impacts has not yet begun.

Program Name/Contact

Kansas Department of Social and Rehabilitation Services Alcohol and Other Drug Screening Assessment and Treatment (AODAT) Topeka, Kansas	Katie Evans Welfare Reform Coordinator 785-296-0147

Program strategy: Service coordination with external agencies

Location: Statewide

Brief Program Description

The Kansas Department of Social and Rehabilitation Services has made Alcohol and Other Drug Assessment and Treatment (AODAT) a mandatory component for Employment Preparation Services (EPS) participants who meet certain criteria. The department's approach is based on a close working relationship with Regional Alcohol and Drug Assessment Centers (RADACs).

EPS case managers initially determine whether clients should be referred for additional assessment and treatment based on specific criteria, including a positive outcome from the CAGE instrument that they administer.[5] Where warranted, clients are then referred to a RADAC. The RADAC closely monitors clients' participation and treatment and is responsible for determining and reporting noncompliance and status changes to the EPS case managers. Some counties have designated a liaison to handle coordination and communication issues between the two agencies. Those clients who do not comply with treatment are subject to sanction, based on a determination by the EPS case manager. Clients who are in outpatient treatment for less than 20 hours per week are also required to participate in additional program activities.

Evaluation

At present, there are no plans to evaluate this program.

Program Name/Contact

New Jersey Department of Human Services Work First New Jersey Substance Abuse Research Demonstration Project Trenton, New Jersey	Annette Riordan Project Manager 609-292-9686

Program strategy: Enhanced case management

Location: One urban location; one rural/suburban location

Brief Program Description

The New Jersey Department of Human Services plans to implement and evaluate the Substance Abuse Research Demonstration (SARD) Project in Essex and Atlantic counties. The goal of SARD is to test innovative strategies that address issues substance abuse clients face.

Strategies for addressing substance abuse issues will include specially trained case managers; collaboration between client and case manager in development of a treatment plan; creative, low-cost incentives (gift certificates for clothing, home accessories, hair cuts, cosmetics) to provide additional motivation and increase self-esteem; and low-intensity support services to assist clients in the transition from treatment to community life.

The case managers will conduct a thorough assessment of the professional and social support needs of each client (including mental health, medical care, child care, housing, and transportation). They will link clients to appropriate treatment programs, provide outreach and crisis assistance, coordinate aftercare treatment, develop and coordinate supportive housing options, and establish formal and informal linkages among relevant organizations. These linkages are designed to facilitate cross training and to establish consistency in planning and implementing services.

Evaluation

SARD will undergo a rigorous evaluation based on an experimental design that entails random assignment of clients to control and treatment service groups. The evaluation, to be conducted by researchers at the Rutgers University Center on Alcohol Studies, will compare the effectiveness of this enhanced service model to the state's Substance Abuse Initiative (SAI), which provides a much more limited set of services.

Findings

Information on program impacts and costs is not yet available.

Program Name/Contact

The National Center on Addiction and Substance Abuse at Columbia University New York, New York	Diana D. Woolis Co-principal Investigator 212-841-5200

Program strategy: Employment integration

Location: NA (sites not yet selected)

Brief Program Description

The National Center on Addiction and Substance Abuse at Columbia University (CASA), through funding from the Robert Wood Johnson Foundation, is developing an intervention strategy that will combine substance abuse treatment and job training for welfare mothers. The initiative will be implemented and evaluated in ten states, which CASA will identify and select.

The initiative is designed to integrate employment and sobriety goals in a comprehensive approach delivered by a unified service team. The main program goals will be to (1) help participants get and keep their jobs, (2) prevent further psychological and physical risk to children, (3) foster healthy families, (4) facilitate productive participation in society, and (5) develop participants' life skills. The demonstration will also be designed to determine appropriate and effective assessment techniques and instruments, establish a coordinated support system, enlist the involvement of area employers, and develop mechanisms for ongoing dissemination of information relevant to policy or program development.

The *FamilyWorks Guide Book*, available from CASA in summer 1998, provides guidance on each of the initiative's strategic objectives for programs addressing the dual goals of substance abuse treatment and job training. The book answers key questions about program design, addresses issues concerning developing standards and measures, and includes specific exercises for those who want to use the CASA approach to service.

CASA plans to offer technical assistance to states not selected for their demonstration. Assistance can include training, implementation support, and general consulting.

Evaluation

CASA will be selecting an external evaluator for this demonstration.

Program Name/Contact

Oregon JOBS Program Oregon Adult and Family Services Salem, Oregon	April Lackey Oregon Adult and Family Services Office of Alcohol and Drug Abuse Programs Salem, Oregon 503-945-6197 Christa Sprinkle, Coordinator Mental Health/Alcohol and Drug Treatment Services Portland, Oregon 503-256-0432

Program strategy: Service coordination with on-site substance abuse counselors

Location: One urban site

Brief Program Description

Since 1992, Oregon has included substance abuse diagnostic, counseling, and treatment programs in its JOBS program. Oregon was the first state to require abusers to attend treatment as a condition of welfare receipt. Responsibility for referral and intervention for client substance abuse is shared among case managers, substance abuse counselors, and treatment providers.

There are some differences in how local programs operate. The following description is based on operations in Portland. All assistance applicants complete an initial two-hour Addictions Awareness class, during which they are screened for substance abuse by completing the Substance Abuse Subtle Screen Inventory (SASSI). If results of the screening indicate a high probability of substance abuse, the client is referred to a substance abuse counselor located in the same welfare office as the caseworkers. The substance abuse counselor helps the client get into treatment and then coordinates information between the treatment provider and the caseworker. Treatment, if determined necessary, is mandatory and subject to sanction. Clients are responsible for tracking treatment participation through the use of signed time cards. Referrals can be made to approximately 40 substance abuse treatment providers, and the state's Medicaid program--Oregon Health Plan--provides coverage for all nonresidential services. Residential treatment, which about one-third of the substance abuse clients need, is paid for by separate mechanisms, including funds from the federal Substance Abuse Block Grant and state and county funds.

Evaluation

No evaluation of the agency's effectiveness in addressing the needs of substance abusing clients has been conducted. A forthcoming evaluation by the Manpower Demonstration Research Corporation evaluates the Oregon JOBS program, but does not include a specific analysis of the agency efforts above. Michael Finigan, of the Northwest Professional Consortium, has evaluated substance abuse treatment in Oregon for the Office of Alcohol and Drug Abuse Programs, the Oregon Department of Human Resources, and the Governor's Council on

Program Name/Contact

Oregon Department of Human Resources Office of Alcohol and Drug Abuse Programs Training Unit Salem, Oregon	Frank Munson 503-373-1650

Program strategy: Client identification, through caseworker training

Location: Statewide

Brief Program Description

The Office of Alcohol and Drug Abuse Programs (OADAP) within the Oregon Department of Human Resources has designed a substance abuse training program to retrain the state's entire staff of about 750 welfare caseworkers to act as service brokers between the welfare and treatment agencies. Specific goals of the training include an increased understanding of alcohol and drug dependency, an ability to identify problems and to make referrals to appropriate resources, improved skills for intervening when and where appropriate, and encouraging the establishment of local interagency networks. The state has chosen to invest in such comprehensive staff training because an increasing proportion of its welfare caseload has a substance abuse problem (as the more self-sufficient clients exit from the rolls), and caseworkers, who have been given enormous discretion, have limited skills in addressing this issue.

The OADAP Training Unit is currently pilot-testing the training in Portland. Caseworkers will attend four separate one-day training sessions over the next 18 months. Human services agencies pay OADAP approximately $85 for each of their caseworkers to attend one day of training. OADAP will also work with other Oregon agencies interested in improving the skills of staff who work with substance abuse victims.

Evaluation

There are plans to evaluate this program.

Further information on issues related to substance abuse is available from the following

Organizations

The Substance Abuse and Mental Health Services Administration

U.S. Department of Health and Human Services

301-443-8956

Website: www.samhsa.gov

Center for Substance Abuse Prevention

Rockville, Maryland

301-443-0365

Website: www.samhsa.gov

The Center for Substance Abuse Prevention, funded by SAMHSA, provides information about substance abuse prevention, treatment in general, and treatment for women specifically.

Center for Substance Abuse Treatment

Rockville, Maryland

301-443-5700

Website: www.samhsa.gov

The Center for Substance Abuse Treatment, funded by SAMHSA, works to identify, develop, and support policies and programs that expand treatment services to address substance abuse.

The National Center on Addiction and Substance Abuse at Columbia University (CASA)

New York, New York

212-841-5200

Website: www.casacolumbia.org

The National Center on Addiction and Substance Abuse at Columbia University (CASA) provides information on the economic and social costs of substance abuse; assesses what works in prevention, treatment, and law enforcement; and provides assistance to agencies that aim to serve substance abusers.

Promising Practices

PROJECT MATCH

DESCRIPTION

Project Purpose: To help welfare recipients achieve economic and social stability through customized placement and long-term supportive services and to document lessons about the process of leaving welfare and disseminate them to policy-makers and practitioners.

Programs and/or Services: Project Match was established in 1985 to serve residents of the Cabrini-Green housing project in Chicago, one of the country's most economically disadvantaged communities. The program's key distinguishing feature is its long-term, highly flexible, individualized approach to case management. Each participant is assigned to a caseworker who works with the participant until she has made a successful, long-term transition from welfare to work.

Project Match views the transition to work as a process -- characterized by false starts, setbacks and incremental gains -- which often takes many years to complete. Project Match has developed a model called the Incremental Ladder to Economic Independence. The Ladder establishes discrete incremental benchmarks to measure progress and arranges activities so that they are progressively more demanding. The top rung of the ladder is an unsubsidized, well-paying job with benefits. The bottom rungs include educational/training and self-improvement activities; internships; voluntary work; and child-focused activities, such as getting children to school on time or regularly taking them to extracurricular activities.

The program services include setting and assessing participants' goals; locating jobs; monitoring progress; helping with the transition from one career step to another; tracking monthly placements and status changes over several years; and publicly recognizing participants' achievements through newsletters, parties, certificates, bulletin boards, etc.. Project Match also "brokers" needed services that it doesn't offer directly, such as GED and vocational training.

Location:

Service Sites:

Winfield Moody Health Center (near the Cabrini-Green Housing Project)

The James Jordan Boys & Girls Club (near the Henry Horner Housing Project in Chicago's West Haven neighborhood)

Research Site: Erikson Institute of Chicago

Clientele: As of October 1997, Project Match had worked with more than 900 residents of the Cabrini-Green community. The majority of participants have been African American (99 percent), female (97 percent), and unmarried. At the time of enrollment, 60 percent were 25 years of age or younger. Only 55 percent came into the program with any work experience and 58 percent grew up in homes supported by welfare.

Performance Measures: Project Match tracks job placement, retention and advancement. using an extensive, detailed set of incremental benchmarks in the categories of employment, education/training, volunteer activities and welfare-reduction.

ADDITIONAL RESOURCES

Publications and Other Descriptive Material

Kennedy, David N. *The Ladder and the Scale: Commitment and Accountability at Project Match.* Boston: Harvard College, 1992.

Changing What Counts: Re-thinking the Journey Out of Welfare (1991); *Causes and Implications of Rapid Job Loss Among Participants in a Welfare-to Work Program* (1991); *Bridging the Worlds of Head Start and Welfare-to-Work: Building a Two-Generation Self-Sufficiency Program From the Group Up* (1993); *Lessons from Project Match for Welfare Reform* (1994); *Understanding Case Management in a Welfare-to-Work Program: The Project Match Experience* (1995); *Making the Shoe Fit: Creating a Work-Prep System for a Large and Diverse Welfare Population* (1996). Contact: Project Match at The Erikson Institute, 420 North Wabash, 6th Floor, Chicago, IL 60611, (312) 755-2250 x2296/2297.

Pathways System. A guide for state implementation of programs based on the Ladder to Economic Independence model. Contact Project Match at The Erikson Institute, 420 North Wabash, 6th Floor, Chicago, IL 60611, (312) 755-2250 x2296/2297.

Formal Evaluation Results and Outcome Data

A long-range study of 470 sample participants, conducted by Project Match, found that an increasing percentage of participants worked all 12 months of the year over a five-year period. In year one, 26 percent worked all year and by year five, 54 percent were working full-time. Almost all of the remaining sample participants were working at least part of the year; the percentage not working at all decreased from 13 percent in the first year to 7 percent in year five.

"Project Match: A Research Update". August 1996. Contact: Project Match at (312) 755-2250, ext. 2296/2297.

Contacts for Further Information

Toby Herr or Ria Majeske, Project Match, Erikson Institute, 420 North Wabash Ave., Chicago, IL 60611, phone (312) 755-2250, ext. 2296/2297.

ADMINISTRATIVE INFORMATION

Administering Agency: Self-administered.

Funding Entity/Sources: As of October 1997, Project Match's direct services were funded by the Blum-Kovler Foundation, Chicago Tribune Charities, Illinois Department of Human Services, Illinois State Board of Education, LaSalle National Bank, Albert and Anne Mansfield Foundation, Polk Bros. Foundation, United Way of Chicago and private contributions.

Industrial Exchange, Inc. *(IndEx)*

(Tulsa, OK)

Diana Etindi, April 1997

Background

In 1992, Wal-Mart Stores Inc. asked Zebco, its biggest fishing-reel supplier, to make rods in the U.S. at prices competitive with Asian manufacturers. The Tulsa Chamber of Commerce proposed making the rods inexpensively, using AFDC recipients. The Chamber rented a former elementary school building, got 40 clients from DHS, and persuaded the YWCA to provide day care and the City to provide transportation. Even though IndEx produced a quarter million rods, it couldn't meet the growing demands, so Zebco had to make other arrangements.

The project itself, however, proved to be a success in that it did establish a productive business while employing welfare recipients in jobs that could lead them to self-sufficiency. Therefore, the Tulsa Metropolitan Chamber of Commerce and Tulsa County Department of Human Services teamed together with other local organizations and grants from the Mott Foundation to continue to keep this program running.

Operation

DHS sends out 50-75 letters monthly telling people about the program, and sends referrals to IndEx; IndEx usually has 20-40 volunteers show up for orientation. Clients initially work on-site doing piece work for which IndEx has contracted with various companies. Some contracts are for short-term projects requiring only two weeks; others are year-to-year. Among the piece work projects, participants package toggle switches for Hilti Inc., produce catalogs for Laufen International Ceramic Tile, and assemble mailings for Communications Graphics.

Workers spend four hours per day on the job, and four hours improving their reading skills and learning how to behave in a work environment. They spend 30 - 60 days in the program, receiving only their welfare checks. After they pass a series of tests, from drug use to attendance, they are placed in jobs, often as temps for the first 30-60 days. The employer pays IndEx $6.50 an hour for the temp; IndEx pays the employee $4.50 an hour, and most are eligible for some Food Stamps. The remainder goes to worker's comp and the program. Those completing the trial period successfully become employees of the company and earn an average of $6.50 an hour. During the training, the County pays child care, transportation and uniform or equipment costs; if hired, medical assistance continues for twelve months. Of the 300 people who have gone through the training, about half have continued into jobs. The program, which has been voluntary, has led to a savings of over $50,000.

IndEx has just expanded its program now to also reach a few of the 14,000 to 15,000 dropouts Tulsa has among its population. They are specializing in reaching juvenile offenders. The program is almost identical to the adult program, and the teens even work alongside adults on the job. Their classroom training is conducted separately and includes GED preparation as well as life skills and employability competencies. Of the first 16 who started the program at the end of January, three are now ready to take their GED tests: one is headed for college and two already have job offers.

IndEx's staff includes a director, assistant director and two office staff paid by IndEx funds; four teachers paid by Tulsa Public Schools; a counselor and job developer paid by DHS, and juvenile services workers paid in part by the juvenile justice department. One staff member visits every job site (5-7) typically once a day. He helps clients to adjust to their jobs and troubleshoots any problems they may be having with an employer.

Promising Strategies and Programs for Career Advancement

State and local organizations are responding to the drastic changes in the labor market and the requirements of welfare reform by implementing innovative program models. Although these models have different emphases and strategies, they use many of the principles outlined in the research described in this *StateLine*.

The following five programs were presented and discussed during the NGA conference calls. The programs combine work with education and training activities, using the workplace as a learning environment and supplementing the work experience with education activities. Each model relies on a third party to design and support the work-based learning program. Although evaluative data are not yet available for many of these programs, they can offer important insights, lessons, and guidance for policymakers and practitioners.

Massachusetts Community College Welfare-to-Work Project

The Massachusetts Community College Welfare-to-Work Project is an example of the education community establishing, supporting, and reinforcing contextual workplace learning for welfare-to-work participants. The project bridges the gap between the welfare system and local employers and addresses the needs of both parties.

Using funds from the department of transitional assistance, the Massachusetts Community Colleges Executive Office has developed a statewide academic skills and employment services program for welfare recipients with less than two years remaining on their benefits' time limit. The five participating community colleges have worked with local employers to identify the jobs available and the specific training employers would like the community colleges to provide. Employers have agreed to hire welfare recipients for the jobs for which training is provided.

An assessment process helps identify participant skill levels and needs. Following the assessment, participants attend an orientation and develop individual action plans. These plans identify training needs and goals, employment objectives, and future connections to lifelong learning.

Participants then receive training in occupations in which there are job openings and for which there are opportunities for career growth. Instruction modules range in length from ten weeks to five months and are accompanied by an unpaid internship or paid part-time job. Job categories include child care provider, home health aid, computer operator, customer service provider, and high-tech manufacturing worker. The training also emphasizes more general subject matter, such as work-readiness and academic skills. Participants continue to receive benefits, including child care, transportation assistance, health care, and financial support, while in the program.

Participating community colleges also provide post-training support to program participants. This includes job placement and followup support of at least thirty days of ongoing counseling as well as weekly contact with employers. The program is designed to "link participants with a community college and maintain their opportunity to continue to pursue further education and training that could eventually enable them to earn a certificate or degree and provide them with upward mobility in their career."

Contact: Janice Motta or Theresa Romanovitch, Massachusetts Community Colleges Executive Office, 617/542-2911.

Education for Gainful Employment

New York's Education for Gainful Employment (EDGE) program relies on contextual learning and mentoring to support the work-based learning process. The program is distinguished by its flexibility to meet the needs of low-skilled workers. EDGE focuses on preparing welfare recipients who have limited literacy and English language skills and lack a high school diploma or GED for employment. The program seeks to make the work experience beneficial to employers and participants. It links welfare and education funds to support work-based education; 60 percent of program funds are

from the Temporary Assistance for Needy Families (TANF) program and 40 percent are from state education funds.

Established in 1990, EDGE is administered jointly by the departments of education, labor, and social services. Unpaid work experience is combined with work-related basic education, GED preparation, English-as-a-Second-Language services, life skills, job readiness, and job development for the welfare recipients deemed hardest to serve. Some EDGE sites include job skills training or postemployment services, while others tie classroom instruction to work experience using job-specific educational materials.

To effectively meet federal and state work requirements, the program uses a broad definition of "work" to enable the provision of work-based education and training, often in conjunction with a community work experience position or work experience assignment. All program activities are designated as either work experience, community service, or vocational education. All EDGE programs provide postemployment support and upgrade training.

Innovative local EDGE efforts include:

community work experience programs in public schools that have been expanded to include family literacy, employment preparation, and job search assistance;

a five-month family day care training program;

a "Closing the Revolving Door" program of job retention services to help recipients who have difficulty maintaining employment;

programs serving teen parent heads of household who must obtain a secondary education credential and work skills as quickly as possible;

rural programs that lead to attainment of a GED or vocational skills or the purchase of a car;

a large employment-based program in New York City that works with employers who have agreed to hire welfare recipients; and

New York City BEGIN centers that serve adults who have extremely low literacy levels and foreign-born adults who are illiterate in their native language.

EDGE has been operating for eight years, and outcome data indicate its success. Its funding is determined on a performance basis and, for 1997–98, counties with EDGE programs were required to meet retained employment targets of at least ninety days at a cost per retained individual of $3,500 or less. In 1997–98, the $21.5 million program served more than 23,000 recipients in fifty-four counties. For 1998–99, the program is funded at $42 million.

Contact: Robert Purga or Barbara Shay, New York State Department of Education, 518/474-8920.

California's Employment Training Panel (ETP)

The Employment Training Panel (ETP) is an example of an employer-oriented economic development program that has increased its flexibility to support welfare reform efforts. ETP, a state agency founded in 1982, is a cooperative business-workforce program designed to retrain incumbent workers.

Historically, ETP focused its efforts on training unemployed workers for high-wage, high-skill jobs and retraining incumbent workers in firms challenged by out-of-state competition. However, in 1997–98, $20 million in ETP funds was designated to provide welfare-to-work training; $20 million has been added for 1998–99.

ETP assists businesses that hire welfare recipients by providing funds for training. The panel is relaxing many of its traditional requirements, and it has incorporated mentoring and special

assistance efforts to serve the needs of welfare recipients. An eligible trainee must be employed twenty hours per week. Following the training period, the participant is subject to a ninety-day retention period during which she or he must consistently work thirty hours per week. (The participant cannot work for more than three eligible employers to reach the requisite thirty hours.) Employer partners must describe the specific skills, steps, background, and expertise that will enable them to work with welfare recipients. Trainees must be paid the state minimum wage or more.

Specific programs funded through ETP's welfare-to-work initiative include the following.

The Committee on Jobs in San Francisco works with community-based organizations and 500 local companies to train and place participants in different fields. This project offers two levels of training. The first level is for recipients who are job ready or who are working but earning too little to be self-sufficient. Through a single employer, these trainees receive sixteen hours of classroom training and 270 hours of structured, on-the-job training during a fifteen-week period. The second level of training is for recipients with little or no work experience who face multiple barriers to employment. These trainees receive fifteen to twenty hours per week of unpaid classroom training and spend twenty hours per week in structured, on-the-job training.

The South Bay and Anaheim Private Industry Councils focus on postemployment job training in growth industries, such as the hotel, general merchandising, retail, hospitality, and food service industries. Trainees receive both industry-specific training and basic skills training and are supported by mentors and job coaches. The South Bay Private Industry Council, which serves the Los Angeles airport area, receives $2,086 for every welfare recipient who successfully completes the training and a ninety-day employment retention period.

Contact: Ken Nather, Employment Training Panel, 916/327-5640.

Virginia's Business and Industry Partnerships

Virginia is focusing on creating business and industry partnerships that combine work and training activities and have a strong employer focus. In some cases, the department of social services serves as the third-party intermediary, helping to design and implement the work-based learning programs.

Virginia's welfare reform program was implemented in July 1995, and it has a ninety-day work requirement and a two-year lifetime limit on cash assistance. The program is state-supervised but implemented and administered locally. Nearly 70 percent of those on the welfare rolls are now employed, resulting in an estimated $40 million in additional revenue for the state.

The state's reform effort faced two hurdles as it was being implemented: getting recipients into jobs and ensuring their job retention and career advancement. Meeting these challenges has required Virginia to build innovative employment and training partnerships with business and industry. Many of these partnership initiatives start at the state level because employers prefer to deal with a single contact rather than work with multiple agencies. Virginia has developed marketing tools for its efforts, including identifying the "Top Ten Reasons to Hire Welfare Employees" and providing the same level of services that can be purchased at competitive employment agencies. The state has built numerous partnerships with business and industry, including the following.

The Independent Electrical Contractors (IEC) is a national organization representing more than 4,000 electrician employers. Under an employment and training program developed with the department of social services, IEC is providing nine weeks of unpaid training that consists of classroom time, work-simulated models, and at least one day per week of job shadowing. At the end of the nine-week period, participants are guaranteed a placement as an electrician's helper, which pays between $8 and $10 per hour, for six months. After a successful six-month trial as a helper, they can further their career goal of becoming an electrician journeyman by participating in an employer-sponsored apprenticeship program.

The Richmond City Chamber of Commerce is serving as the job-readiness training and job

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placement provider for the Richmond area. The chamber also is developing and implementing a new Customer Service Academy that will offer paid training in customer service. Numerous local employers are sponsoring and contributing to the training and providing wages and guaranteed job opportunities.

Area community colleges are providing nontraditional, noncredit skills training programs to produce automotive technicians, certified heating and air conditioning repair workers, and customer service representatives for the banking industry. All of these programs reflect a close partnership among the local department of social services, employers, and the community college. The programs include employer involvement, short-term training, built-in work activities, support services, and immediate placement.

In Virginia's experience, key strategies to create business and industry partnerships include outlining the program design with each employer; facilitating and sharing the partnership with local agencies; and following up, evaluating, and continuing to build the partnership. Officials have found that each employer contract is unique and must be treated differently; partnerships must allow for local flexibility; agencies must be prepared to address changing labor market and client needs; an onsite counselor or case manager may be needed to help welfare recipients manage personal or work-related issues; and specific followup and job retention services should be developed.

Contact: David Olds, Virginia Department of Social Services, 804/692-2251.

Minnesota Pathways Program

The Minnesota Pathways Program is a holistic approach that links job skills and education to create identifiable career paths and advancement opportunities for welfare recipients. Pathways serves as a third-party negotiator in establishing business-education partnerships and funds joint initiatives. It is part of the Minnesota Job Skills Partnership, a larger state program dedicated to upgrading the skills of workers to promote economic development.

The Minnesota Pathways Program acts as a catalyst between business and education in developing cooperative training projects that provide training, new jobs, and career paths for individuals making the transition from public assistance to the workforce. Projects often include credentialing of participants and helping them prepare for long-term independence and lifelong learning.

Pathways provides grants to education institutions with business partners for projects that seek to develop the educational infrastructure needed by businesses located or intending to locate in Minnesota. Many of the projects use a "laboratory setting" to ease participants into the worksite while training and education are occurring. The institutions that apply for Pathways funding must demonstrate that there are jobs for participants after the education and training programs and that viable career paths will result from participation. Each partnership also identifies the requisite training and education needed for an individual to move through the proposed career paths. The entire program has a budget of $3.5 million, and each project receives between $100,000 and $200,000.

The manufacturing and health industries have been two significant participants in the Pathways program, and within each industry there are many occupations. Different models have evolved through the program; one third of the program participants are individual companies partnering with one or more education institutions, while two thirds of the participants are consortia of companies and education institutions.

Despite Pathway's success, there still are obstacles to overcome. Concerns about recruitment and referral have been raised, particularly because a large number of individuals are moving off of the welfare rolls in metropolitan areas and rural pockets of the state. Minnesota businesses also are concerned about retention, but their willingness to employ welfare recipients is apparent. For example, one employer has decided to hire eight retention specialists to support program participants.

quick CET facts

Who We Are

The Center for Employment Training (CET) is a private, non-profit, community based organization, headquartered in San Jose, California. CET trains people for jobs; particularly those who are most in need and hardest to serve. CET utilizes a holistic training design and service approach from admissions to job placement and follow-up. We do our own outreach and intake, our own assessment and advising. We do our own job training and basic skills remediation (including vocational ESL and GED preparation), which is integrated into the vocational skill curriculum. Extensive life skills and work place know-how instruction is a major component of the program, as is job preparedness training, job development and placement. CET keeps students in training until they are placed and conducts follow-up on all placement to ensure stable employment and job growth.

The mission of CET is based on the philosophy of self-determination and seeks to promote the human development and education of low income people by providing them with marketable skills training and supportive services that contribute to economic self-sufficiency.

CET is multi-funded with job training contracts from federal, state, and local government sources, as well as private funding. Nationally and locally obtained Job Training Partnership Act (JTPA) funds account for over 60% of CET training funds. Federal financial assistance accounts for about 25% of funding and the balance of funds come from public and private vocational rehabilitation agencies, JOBS/GAIN programs, foundations, and other sources.

Most CET centers are accredited through the Western Associates of Schools and Colleges (WASC). This accreditation validates CET's quality of education and training, and allows students to qualify for a variety of federal financial assistance programs (Pell and SEOG Grants, Student Loans, Work Study) to assist students with tuition and basic living costs. About 85% of CET students currently receive some form of federal financial aid.

What We Do

CET's primary activity is classroom **skill training,** which is provided year round. CET does not screen applicants through testing, but accepts anyone who is willing to do the necessary work. Courses are offered on an open-entry, open-exit basis and students complete training at their own pace. CET training is intensive, with students attending 5 days and 35 to 40 hours per week for an average of seven months. CET training is competency based, highly individualized, and hands-on from day one. The average training course at CET maintains a 20-1 student teacher ratio. CET's unique mode of training involves an integration of skill training, basic skills instruction and human development conducted in a simulated work setting. CET's holistic training design is broadly recognized as The Contextual Learning Model.

At least twenty five job training options are offered at CET nation-wide. These include Automated Office Skills, Building Maintenance, Electronic Assembly, Medical Assistant, Truck Driving, and Shipping/Receiving. Skill offerings vary from one center to another. A typical CET center offers 4-5 skills and may serve up to 250 persons annually.

CET has a policy-making Board of Directors comprised of community volunteers that broadly represent the communities being served by CET. CET is centrally administered from the corporate office in San Jose, California. Russell Tershy is the President, Executive Director, and Co-founder of CET. Hermelinda Sapien is the Vice President and Deputy Director, who, along with the Regional Directors, directly oversee the 26 training and service centers directly administered by CET; these centers are in California, Nevada, Texas, Illinois, New York, Maryland, North Carolina, Florida and Virginia. In addition, there are 12 independent CET model sites run by other entities. The current CET network of training programs extends to 38 communities in 14 states serving about 7000 persons annually.

The CET training environment simulates industry. While at CET, students punch time clocks and follow industry rules to prepare them for the expectations of the world of work. CET's vocational instructors are hired from the private sector with an average of 15 years of experience. Each CET site is supported by an Industrial Advisory Board, with a Technical Advisory Committee for each skill offered. These support groups help CET training stay on top of industry needs. CET Job Developers are full-time liaisons with industry, assessing needs and matching students to employers. CET conducts extensive labor market surveys prior to offering any skill training in a given community. The findings

from such studies are validated by industry.

Some of the secondary support program services provided at selected CET sites include: Montessori child development/child care centers, immigration educational services, energy conservation programs, transitional housing for homeless farm workers and a region wide farm worker information networking project. A California State Community Services Block Grant (CSBG) provides for a broad range of supportive services for farm workers throughout California. CET fully utilizes and networks with vast array of social service agencies and providers in each community where we are situated in helping to meet trainee needs.

The ultimate goal of CET for each student is permanent, unsubsidized job placement with good benefits. Typically, the National CET Network of training sites places about 3500 persons per year in jobs. Over the past 30 years we have trained and placed approximately 70,000 persons.

Who We Serve

Selected Enrollee Characteristics: 7/1/95-6/30/96
(does not include independently run CET centers)

Total Served	6386
Age:	
17 to 21	19%
22 to 44	69%
45 and over	13%
Combined Elementary and High School Dropouts	51%
Limited English Speakers	38%
Welfare Recipients	31%
Migrant/Seasonal Farmworker	41%
Average Annual Income:	
Before Training	$6,256*
After Training	$18,233
Average Hourly Wage- Post Training	$7.31
Average Training Time	28 weeks

*Includes estimated 20% fringe benefits

cet news

Welfare Reform and the CET Training Model

There are hopeful signs that in the wake of welfare reform, the proposed Welfare-To-Work Jobs Initiative will address the massive problem of providing employment for the large number of individuals who will soon be entering the job market, but, lack the skills, education or experience to compete in today's fast paced work environment. President Clinton's Welfare-To-Work Jobs Initiative proposes to help communities move one million of the hardest-to-employ welfare recipients into jobs by the year 2000. The proposal will cost $3 billion over three years.

The funds will target areas with long-term, hard-to-employ welfare recipients. Although the funds will flow through state governments, the proportionate share of the funds will flow automatically to the 100-150 cities and counties with the largest number of long-term welfare recipients. These cities and counties would be required to coordinate their plans with the states. States will receive and directly administer funds for all other cities and localities.

Still, there is much uncertainty about what will happen to the millions of unskilled, unemployed individuals who will very quickly be removed from the welfare rolls. It is not difficult to imagine that as welfare benefits run out for here-to-fore long term recipients, millions of unskilled individuals will be scrambling for employment all at once. The situation will be further complicated by the low level of reserves that these individuals will have to see them through a job search period. Clearly the next president will face what at this point promises to be a Herculean task. We believe that the Welfare-To-Work Jobs Initiative is a good start; however, the solution to employment and training for the hard to serve goes beyond the allocation of sufficient resources for training. To successfully bring such a large number of individuals into the workplace in a relatively short period of time will require an existing training system that will accelerate the transition from welfare to work. Poor people do not have two years to be trained for a job!

We are heartened that the President's initiative has emphasized, and there is broad bi-partisan support for building on what works and adapting proven job creation/job placement models, such as the CET model of training. At CET, we believe that the best way to serve a large population in a short period of time is by 1) being sensitive to the needs of industry and training workers for "in demand skills" to obtain available jobs; 2) instructing "hard to teach students by the repetitive application of knowledge to a specific context, or what is known as contextual learning; 3) being responsive to the specific social and human development (holistic) needs of trainees.

Proven Success

The approach outlined above really works. At CET, we have been putting people off welfare and into paying jobs long before "welfare-to-work" became the political buzzword it is today. During the 1995 calendar year, 1,901 people were trained and placed in jobs at CET. Of these, 475 had been receiving government supplied financial support, such as AFDC (Aid to Families with Dependent Children) and Food Stamps. In their first year of employment, these 475 hard working individuals will return over $1.8 million to the public in the form of income taxes paid and reduced levels of public support. The following projection is based on actual data from CET student records:

Net effect of CET Training on 475 AFDC recipients:

Cost of Training	-$2,850,000
Federal Income taxes paid in first year of employment	+$1,045,166
Annual Savings in public support	+$3,619,500
Return on investment in first year	**+1,814,666**

EMPLOYER TAX INCENTIVE GUIDE

THE WELFARE-to-WORK (W-t-W) and WORK OPPORTUNITY TAX CREDIT (WOTC) PROGRAM

BACKGROUND - The WOTC Program is a Federal tax credit in effect through June 30, 1999. By hiring workers who meet one of the nine designated target groups, employers may qualify for a tax credit that can be applied to Federal taxes.

An eligible new employee may earn the employer a WOTC tax credit of up to 40 percent on the first $6,000 in wages for a maximum credit of $2,400. The new hire must be employed for at least 180 days or 400 hours to earn the full credit. A partial tax credit of 25 percent is permitted for employees working at least 120 hours, but less than 400 hours. The WtW tax credit is 35 per cent for the first year and 50 percent the second year of employment on a wage base of $10,000 per year, for a maximum credit of $8,500. There is no partial credit.

FORMS NECESSARY FOR APPLICATION - 2 are required:
1. IRS Form 8850, "WOTC Pre-screening Notice and Certification Request."
2. USDOL ETA Form 9061, " Individual Characteristics Form."

Copies of the forms can be obtained from Pennsylvania Job Centers, County Assistance Offices, JTPA Offices or the Internet at http://www.irs.ustreas.gov for Form 8850, and http://www.doleta.gov/employer/wotc.htm for Form ETA 9061.
WOTC forms are also available through **Fax-On-Demand at 703-365-0768**.
Both forms can be copied (front and back) without alterations. Copies or faxes of a completed IRS Form 8850 are not acceptable. The IRS Form 8850 must contain original signatures.

HOW TO UTILIZE WOTC - PLEASE REVIEW THE SEPARATE " INSTRUCTIONS FOR FORM 8850". The IRS Form 8850 can be provided to all potential employees as part of the employer's application process. If the person is hired and answers "Yes" to statement #2 and/or #4 on the IRS Form 8850, **THE FORM MUST BE MAILED WITH A POSTMARK NO LATER THAN 21 DAYS AFTER THE EMPLOYEE STARTS WORKING.** An IRS Form 8850 that is postmarked later cannot be considered for the tax credit. The form must be complete, with both employee and employer original signatures and a start date, to be considered for the tax credit. The new employee or employer also completes the ETA-9061. **Please carefully review both forms before mailing** to the address indicated at the end of this guide. If the new employee does not indicate s/he is a member of a targeted group on the IRS Form 8850 and the ETA 9061, the forms **do not** have to be mailed.

DO NOT CONTACT COUNTY ASSISTANCE OFFICES FOR DOCUMENTATION. The Tax Credit Unit will verify welfare eligibility. For the other target groups, employers may need to attach documentary evidence to the ETA-9061 (See reverse side). A certification letter is released once eligibility is established. A denial letter is issued if eligibility cannot be verified.

The Presidential FY 2000 Budget proposes extending both the WtW and WOTC tax credits until July 1, 2000.

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EMPLOYMENT INCENTIVE PAYMENT (EIP) PROGRAM

BACKGROUND - The EIP Program is a Pennsylvania State tax credit in effect through 1999. By hiring workers who are qualified cash welfare recipients, the employer can earn tax credits that can be applied to state business taxes. To qualify for EIP credit, the new employee must be receiving Pennsylvania welfare cash assistance (Aid to Families with Dependent Children - AFDC, Temporary Assistance for Needy Families - TANF or General Assistance - GA) on the day s/he began working. An employee must work one year in order to qualify the employer for the maximum credit. Partial credits may be earned, depending on the accepted reason for employee separation.

An employer can earn a tax credit of up to 30 percent of the first $6,000 in wages for year one; 20 percent for year two; and 10 percent for year three. Also, if the employer directly supports the child care for new employees, up to $1,500 additional EIP tax credits are available over the three year period.

FORM NECESSARY FOR APPLICATION - The EIP Tax Credit Certification Determination Form Rev. 1601 (A) is a turn-around form that may be copied (front and back) without alteration. The EIP form can be obtained from Pennsylvania Job Centers, County Assistance Offices, JTPA offices or the Internet at http://www.revenue.state.pa.us

HOW TO UTILIZE EIP - PLEASE REVIEW THE INSTRUCTIONS ON THE REVERSE SIDE OF THE EIP FORM. The EIP Form can be provided to potential employees as part of the employer's application process. If the person is hired and answers "Yes" to statement # 4 on the EIP form, **THE FORM MUST BE MAILED WITH A POSTMARK NO LATER THAN 21 DAYS AFTER THE NEW EMPLOYEE BEGINS WORKING.** An EIP Form that is postmarked later cannot be considered for the tax credit. The form must be complete, with both employee and employer signatures and a begin-work date, to be considered for the tax credit. **Please carefully review the form before mailing** to the address below. If statement #4 is marked "No", the form **does not** have to be mailed.

DO NOT CONTACT COUNTY ASSISTANCE OFFICES FOR DOCUMENTATION. The Tax Credit Unit will verify welfare eligibility. Once eligibility is verified, the original EIP form is stamped "certified" and returned to the employer. If eligibility is rejected, a copy of the form is stamped " EIP Rejected" and returned to the employer.

Mail all forms and documentation for both the WOTC and EIP programs to:

Tax Credit Unit
12th Floor, Labor and Industry Building
7th and Forster Streets
Harrisburg, PA 17120

Questions can be directed to the Tax Credit Unit by calling:
1-800-345-2555 or 717-787-8851

(Revised 3/99)

SUBJECT: A TAX CREDIT FOR PENNSYLVANIA EMPLOYERS

TO: FIRMS WITH PENNSYLVANIA BUSINESS SITES
ATTN: HUMAN RESOURCES AND FISCAL MANAGEMENT

OPPORTUNITY FOR EMPLOYERS:

We have now made it easier for you to qualify for Employment Incentive Payment (EIP) tax credits. For each qualified new hire, your firm may earn up to $5,100 in such credits. These are actual credits - not deductions - which can be used to reduce your Pennsylvania taxes.

PENNSYLVANIA'S EMPLOYMENT INCENTIVE PAYMENT (EIP) TAX CREDITS:

Employers may become eligible to earn the EIP credits through the qualified hire of a person receiving welfare cash assistance under the Temporary Assistance for Needy Families or General Assistance Categories.

When persons currently receiving cash assistance are hired, the employer completes and mails the required EIP Tax Credit Determination and Certification Form for each hire. Now, the envelope in which the form is mailed must carry a postmark no later than the 21st day after the date the new employee actually begins work. Formerly, employers had to mail the form the day the person started. Within about six weeks, the employer receives a hire certification to keep on file. The required EIP form is available at County Assistance Offices and Job Centers throughout the state.

The employer earns the direct credits as a percentage of actual wages paid to the employee for up to three years. The maximum credits for each hire are:

- YEAR 1 - 30 percent of the first $6,000 in wages = $1,800
- YEAR 2 - 20 percent of the first $6,000 in wages = $1,200
- YEAR 3 - 10 percent of the first $6,000 in wages = $ 600

If the employer pays for or provides day care for a child of the employee, an additional $1,500 in credits may be earned over the three years of EIP eligibility.

The employer must retain the person in the firm's workforce for at least a year, unless the person voluntarily quits, becomes disabled, dies, or is fired for cause. If any of these happen, the tax credits are prorated for the portion of the year that the person was employed by the firm.

The employer claims the EIP tax credits as part of the annual process of filing annual state taxes with the Pennsylvania Department of Revenue.

- CONTINUED ON REVERSE SIDE -

FREQUENTLY ASKED QUESTIONS:

Q. Are tax credits beneficial to employers and Pennsylvanians?

A. Absolutely. Look at what happens. The welfare recipient gets a job, and works toward self-sufficiency. The employer hires a qualified person to do a needed job, and earns tax credits that increase the firm's profitability. Since the employer claims the tax credits after the year in which the new employee got the job and began earning wages, the savings in cash assistance, medical assistance, and food stamps more than offset the cost of the tax credits. Thus the employee, the employer, and the taxpayer all benefit!

Q. EIP tax credits can be claimed against which Pennsylvania taxes?

A. Employers who are individuals, partnerships, proprietorships, Pa. "S" corporations, estates, or trusts may apply the credit against their personal income tax liability or their estate's or trust's income tax liability on their Pennsylvania Personal Income Tax Return. With respect to employers who are corporations, banks and financial institutions, title insurance and trust companies, savings and loan companies, or insurance companies, the tax credit may be applied against the corporate net income, bank shares, mutual thrift net earnings, or gross premiums tax liability on their appropriate Pennsylvania Corporate Tax Report.

Q. May agencies that provide temporary or contract employees participate in the EIP Program?

A. Yes, if the temporary/contract help agency is the actual employer. If the hire is properly certified, the agency may earn the same credits. As the agency is the employer, the number of sites or placements does not affect the continuation of employer eligibility. Obviously, the agency would need to keep the employee in placement to maximize tax credits earned. However, if such an EIP hire-certified employee quits the agency or accepts a replacement job from another employer, the agency's employer relationship then ends for that certification.

Q. How do I have an eligible hire certified?

A. The employer must submit a properly completed EIP Tax Credit Determination and Certification Form [REV 1601 (A) (8.97)]. These forms may be secured from County Assistance Offices and Job Centers across the state. The envelope in which the form is mailed must be postmarked on or before the 21st day after the date that the hired person reported for work.

Q. Exactly how do I file to apply the tax credits?

A. Secure a copy of Schedule W from the Pennsylvania Department of Revenue. The form comes with detailed instructions which will enable you to submit the completed schedule with your regular state tax filing.

Q. Who actually operates the program - and where can I get more information, forms, and referrals of job candidates?

A. The EIP program is jointly administered by the Pennsylvania departments of Public Welfare and Revenue, with the cooperation of the Department of Labor and Industry. For more information, forms, and referrals of job candidates, contact your local County Assistance office or Job Center. The phone numbers may be found in the Government listings in your telephone directory.

Form **8850**
(Rev. November 1998)
Department of the Treasury
Internal Revenue Service

Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits

► See separate instructions.

OMB No. 1545-1500

Job applicant: Fill in the lines below and check any boxes that apply. Complete only this side.

Your name _____ Social security number ► _____

Street address where you live _____

City or town, state, and ZIP code _____

Telephone no. ( ) _____

If you are under age 25, enter your date of birth (month, day, year) ___/___/___

Work Opportunity Credit

1 ☐ Check here if you received a conditional certification from the state employment security agency (SESA) or a participating local agency for the work opportunity credit.

2 ☐ Check here if **any** of the following statements apply to you.

- I am a member of a family that has received assistance from Aid to Families with Dependent Children (AFDC) or its successor program, Temporary Assistance for Needy Families (TANF), for any 9 months during the last 18 months.
- I am a veteran and a member of a family that received food stamps for at least a 3-month period within the last 15 months.
- I was referred here by a rehabilitation agency approved by the state or the Department of Veterans Affairs.
- I am at least age 18 but **not** over age 24 and I am a member of a family that:
  a Received food stamps for the last 6 months, OR
  b Received food stamps for at least 3 of the last 5 months, BUT is no longer eligible to receive them.
- Within the past year, I was convicted of a felony or released from prison for a felony AND during the last 6 months I was a member of a low-income family.
- I received supplemental security income (SSI) benefits for any month ending within the last 60 days.

Welfare-to-Work Credit

3 ☐ Check here if you received a conditional certification from the SESA or a participating local agency for the welfare-to-work credit.

4 ☐ Check here if you are a member of a family that:

- Received AFDC or TANF payments for at least the last 18 months, OR
- Received AFDC or TANF payments for any 18 months beginning after August 5, 1997, OR
- Stopped being eligible for AFDC or TANF payments after August 5, 1997, because Federal or state law limited the maximum time those payments could be made.

All Applicants

r penalties of perjury, I declare that I gave the above information to the employer on or before the day I was offered a job, and it is, to the best of my knowledge, true, correct, and complete.

Job applicant's signature ► **Date** ___/___/___

For Privacy Act and Paperwork Reduction Act Notice, see page 2. Cat. No. 22851L Form **8850** (Rev. 11-98)

appendix (27a)

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For Employer's Use Only

Employer's name _____ Telephone no. ( ) - _____ EIN ▶ _____

Street address _____

City or town, state, and ZIP code _____

Person to contact, if different from above _____ Telephone no. ( ) - _____

Street address _____

City or town, state, and ZIP code _____

If, based on the individual's age and home address, he or she is a member of group 4 or 6 (as described under **Members of Targeted Groups** in the separate instructions), enter that group number (4 or 6) . . . . . ▶ ____

DATE APPLICANT: Gave information / / Was offered job / / Was hired / / Started job / /

Under penalties of perjury, I declare that I completed this form on or before the day a job was offered to the applicant and that the information I have furnished is, to the best of my knowledge, true, correct, and complete. Based on the information the job applicant furnished on page 1, I believe the individual is a member of a targeted group or a long-term family assistance recipient. I hereby request a certification that the individual is a member of a targeted group or a long-term family assistance recipient.

Employer's signature ▶ **Title** **Date** / /

Privacy Act and Paperwork Reduction Act Notice

Section references are to the Internal Revenue Code.

Section 51(d)(12) permits a prospective employer to request the applicant to complete this form and give it to the prospective employer. The information will be used by the employer to complete the employer's Federal tax return. Completion of this form is voluntary and may assist members of targeted groups and long-term family assistance recipients in securing employment. Routine uses of this form include giving it to the state employment security agency (SESA), which will contact appropriate sources to confirm that the applicant is a member of a targeted group or a long-term family assistance recipient. This form may also be given to the Internal Revenue Service for administration of the Internal Revenue laws, to the Department of Justice for civil and criminal litigation, to the Department of Labor for oversight of the certifications performed by the SESA, and to cities, states, and the District of Columbia for use in administering their tax laws.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by section 6103.

The time needed to complete and file this form will vary depending on individual circumstances. The estimated average time is:

Recordkeeping . . . . 2 hr., 47 min.
Learning about the law or the form . . . . . 28 min.
Preparing and sending this form to the SESA . . . . . 36 min.

If you have comments concerning the accuracy of these time estimates or suggestions for making this form simpler, we would be happy to hear from you. You can write to the Tax Forms Committee, Western Area Distribution Center, Rancho Cordova, CA 95743-0001.

DO NOT send this form to this address. Instead, see **When and Where To File** in the separate instructions.

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Instructions for Form 8850

(Revised November 1998)

Department of the Treasury
Internal Revenue Service

Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits

Section references are to the Internal Revenue Code unless otherwise noted.

General Instructions

A Change To Note

The Tax and Trade Relief Extension Act of 1998 extended the work opportunity credit and the welfare-to-work credit to cover individuals who begin work for the employer before July 1, 1999.

Purpose of Form

Employers use Form 8850 to pre-screen and to make a written request to a state employment security agency (SESA) to certify an individual as:

- A member of a targeted group for purposes of qualifying for the work opportunity credit, or
- A long-term family assistance recipient for purposes of qualifying for the welfare-to-work credit.

Submitting Form 8850 to the SESA is but one step in the employer qualifying for the work opportunity credit or the welfare-to-work credit. The SESA must certify the job applicant is a member of a targeted group or is a long-term family assistance recipient. After starting work, the employee must meet the minimum number-of-hours-worked requirement for the work opportunity credit or the minimum number-of-hours, number-of-days requirement for the welfare-to-work credit. The employer may elect to take the applicable credit by filing **Form 5884,** Work Opportunity Credit, or **Form 8861,** Welfare-to-Work Credit.

Who Should Complete and Sign the Form

The job applicant gives information to the employer on or before the day a job offer is made. This information is entered on Form 8850. Based on the applicant's information, the employer determines whether or not he or she believes the applicant is a member of a targeted group (as defined under **Members of Targeted Groups** below) or a long-term family assistance recipient (as defined under **Welfare-to-Work Job Applicants** on page 2). If the employer believes the applicant is a member of a targeted group or a long-term family assistance recipient, the employer completes the rest of the form no later than the day the job offer is made. Both the job applicant and the employer must sign Form 8850 no later than the date for submitting the form to the SESA.

Instructions for Employer

When and Where To File

Do not file Form 8850 with the Internal Revenue Service. Instead, send it to the work opportunity tax credit (WOTC) coordinator for your SESA no later than the 21st day after the job applicant begins work for you.

To get the name, address, and phone and fax numbers of the WOTC coordinator for your SESA, visit the Department of Labor, Employment and Training Administration (ETA) web site at **www.ttrc.doleta.gov/common/directories**, or call **202-219-9092** (not a toll-free number).

Additional Requirements for Certification

In addition to filing Form 8850, you must complete and send to your state's WOTC coordinator **either:**

- **ETA Form 9062,** Conditional Certification Form, if the job applicant received this form from a participating agency (e.g., the Jobs Corps), **or**
- **ETA Form 9061,** Individual Characteristics Form, if the job applicant did not receive a conditional certification.

Using the Department of Labor's fax on demand service, you can get a directory of WOTC coordinators and ETA Form 9061 by calling **703-365-0768** (not a toll-free number) from the telephone connected to your fax machine and following the prompts. You can also get ETA Form 9061 from your local public employment service office, or you can download it from the ETA web site at **www.doleta.gov**.

Recordkeeping

Keep copies of Forms 8850, along with any transmittal letters that you submit to your SESA, as long as they may be needed for the administration of the Internal Revenue Code provisions relating to the work opportunity credit and the welfare-to-work credit. Records that support these credits usually must be kept for 3 years from the date any income tax return claiming the credits is due or filed, whichever is later.

Members of Targeted Groups

A job applicant may be certified as a member of a targeted group if he or she is:

1. A member of a family receiving assistance under a state plan approved under part A of title IV of the Social Security Act relating to Aid to Families with Dependent Children (AFDC) or its successor program, Temporary Assistance for Needy Families (TANF). The assistance must be received for any 9 months during the 18-month period that ends on the hiring date.

2. A veteran who is a member of a family receiving assistance under the Food Stamp program for generally at least a 3-month period during the 15-month period ending on the hiring date. See section 51(d)(3).

To be considered a **veteran**, the applicant must:

- Have served on active duty (not including training) in the Armed Forces of the United States for more than 180 days OR have been discharged for a service-connected disability, AND
- Not have a period of active duty (not including training) of more than 90 days that ended during the 60-day period ending on the hiring date.

3. An ex-felon who:

- Has been convicted of a felony under any Federal or state law,
- Is hired not more than 1 year after the conviction or release from prison for that felony, AND
- Is a member of a family that had income on an annual basis of 70% or less of the Bureau of Labor Statistics lower living standard during the 6 months preceding the earlier of the month the income determination occurs or the month in which the hiring date occurs.

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4. An individual who is at least age 18 but not yet age 25 on the hiring date and lives in an empowerment zone or enterprise community.

The Secretary of Housing and Urban Development (HUD) designated parts of the following cities as urban empowerment zones:

- Atlanta, GA (9.29 square miles)
- Baltimore, MD (6.8 square miles)
- Philadelphia, PA/Camden, NJ (4.4 square miles)
- Chicago, IL (14.33 square miles)
- Detroit, MI (18.3 square miles)
- New York City, NY (the Bronx and Manhattan) (7.6 square miles)

The Secretary of Agriculture (USDA) designated the following rural empowerment zones:

- The Kentucky Highlands (part of Wayne and all of Clinton and Jackson counties)
- Mid-Delta, Mississippi (parts of Bolivar, Holmes, Humphreys, Leflore, Sunflower, and Washington counties)
- Rio Grande Valley, Texas (parts of Cameron, Hidalgo, Starr, and Willacy counties)

Under section 1400, parts of Washington, DC, are treated as an empowerment zone. For more details, see Notice 98-57, 1998-47 I.R.B. 9.

There are 64 urban and 30 rural enterprise communities located in 35 states. There are no empowerment zones or enterprise communities in Puerto Rico, Guam, or any U.S. possession.

You may call HUD at **1-800-998-9999** for information on the six urban empowerment zones and Washington, DC. You may call the USDA at **1-800-645-4712** about the rural empowerment zones. On the Internet, you can visit the EZ/EC Home Page at **www.ezec.gov**. Your SESA has information on where the enterprise communities are located. Also, many enterprise communities have their own web sites.

5. An individual who has a physical or mental disability resulting in a substantial handicap to employment and who was referred to the employer upon completion of (or while receiving) rehabilitation services under a state plan of employment or a program approved by the Department of Veterans Affairs.

6. An individual who:

- Performs services for the employer between May 1 and September 15,
- Is age 16 but not yet age 18 on the hiring date (or if later, on May 1),
- Has never worked for the employer before, AND
- Lives in an empowerment zone or enterprise community.

7. An individual who:

- Is at least age 18 but not yet age 25 AND
- Is a member of a family that–

a. Has received food stamps for the 6-month period ending on the hiring date OR

b. Is no longer eligible for such assistance under section 6(o) of the Food Stamp Act of 1977 and the family received food stamps for at least 3 months of the 5-month period ending on the hiring date.

8. An individual who is receiving supplemental security income benefits under title XVI of the Social Security Act (including benefits of the type described in section 1616 of the Social Security Act or section 212 of Public Law 93-66) for any month ending within the 60-day period ending on the hiring date.

Welfare-to-Work Job Applicants

An individual may be certified as a long-term family assistance recipient if he or she is a member of a family that:

- Has received assistance payments from AFDC or TANF for at least 18 consecutive months ending on the hiring date, OR
- Receives assistance payments from AFDC or TANF for any 18 months (whether or not consecutive) beginning after August 5, 1997, OR
- After August 5, 1997, stops being eligible for assistance payments because Federal or state law limits the maximum period such assistance is payable, and the individual is hired not more than 2 years after such eligibility for assistance ends.

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Individual Characteristics Form
Work Opportunity Tax Credit and
Welfare-to-Work Tax Credit

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service

OMB Control No.: 1205-0371
Expires: 06/30/2001

Individual Information
(Instructions on the Back)

1. CONTROL NO.
(Agency Use Only)

2. DATE RECEIVED
(For Agency Use Only)

3. EMPLOYER NAME/ ADDRESS

4. EMPLOYER ID NUMBER

5. EMPLOYMENT START DATE

Starting Wage:

$_____ per hour

POSITION:

6. Have you worked for the above employer before?

Yes _____ No _____

7. NAME OF INDIVIDUAL (Last, First, Middle)

8. SOCIAL SECURITY NUMBER:

The above named individual is determined to have the following characteristics for WOTC Target Group Certification:

9. Age between 16 - 25?

Yes _____ No _____

If YES, indicate your "Date of Birth" below:

Date of Birth

10. A veteran and a member of a family that received Food Stamps for a period of at least 3 months in the last 15 months.

Yes _____ No _____

If YES, also complete Box 17.

11. Is a member of a family that received AFDC (TANF) benefits for any 9 months in the last 18 months.

Yes _____ No _____

If YES, also complete Box 17.

12. Is a member of a family that received Food Stamps for the last 6 months.

Yes _____ No _____ or

for at least a 3-month period within the last 6 months, BUT is no longer receiving them?

Yes _____ No _____

If YES to either, also complete Box 17.

13. In the past year has been convicted of a felony or released from prison after a felony conviction.

Yes _____ No _____

If YES, complete below:

Date of Conviction _____

Date of Release _____

14. Lives and plans to continue living in a Federal Empowerment Zone or Enterprise Community.

Yes _____ No _____

16. Received Supplemental Security Income (SSI) benefits for any month ending within the last 60 days.

Yes _____ No _____

15. Is receiving or has received Rehabilitation Services through a State Rehabilitation Services program or the Veterans' Administration.

Yes _____ No _____

Total Income for the past 6 months for all family members living in the same household?

Total Income: _____

(If No Income, Enter 0 above)

No. of family members living in the same household for the past 6 months, including yourself: _____

17. If individual is not a primary recipient of benefits, please provide the following:

_____
Name of Primary Recipient

_____
City/State of Benefits

This section is to be completed by individuals starting work after December 31, 1997, under the Welfare-to-Work Tax Credit only.

18. Is a member of a family that:

- Has received AFDC or TANF payments for at least the last 18 consecutive months; Yes _____ No _____ or
- Has received/is receiving AFDC or TANF payments for any 18 months starting after August 5, 1997; Yes _____ No _____ or
- Stopped being eligible for AFDC or TANF payments after Aug. 5, 1997 because Federal or state law limited the maximum time such assistance is payable. Yes _____ No _____

19. SOURCES USED TO DOCUMENT ELIGIBILITY:

Note: I certify that the information is true and correct to the best of my knowledge. I understand that the information above may be subject to verification. **The signature of the party completing this form is required below.**

20. SIGNATURE:

21. DATE:

ETA-9061 (Rev. Jan. 19

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INSTRUCTIONS FOR COMPLETING THE INDIVIDUAL CHARACTERISTICS FORM (ICF) ETA 9061: Work Opportunity and Welfare-to-Work Tax Credits. This form is used in conjunction with IRS Form 8850 to determine eligibility for the Work Opportunity Tax Credit (WOTC) and/or Welfare-to-Work (WtW) Tax Credit. The form may be completed by the applicant, the employer or employer representative, the SESA or the Participating Agency (PA) and signed by the person or agency filling out the form. Note. This form is required to be used, woth modification, by all employers or third parties serving under contract as an agent or representative of the employer.

Box 1: **Control Number (for agency use only).** The SESA or PA determines the Control Number. It may be a Social Security Number, case number, or other appropriate designation which permits easy filing, identification and retrieval of forms. Enter this number here.

Box 2: **Date (for agency use only).** Enter the month, day, and year when the form is received.

Box 3: **Employer Name/Address.** Enter the name and address including zip code and telephone number of the employer applying for a WOTC and/or WtW Certification.

Box 4: **Employer ID No.** Enter employer's federal taxpayer identification number.

Box 5: **Employment Start Date/Wage/Position or Title.** Enter the employment start date, the hourly wage, which the employee will be paid. If not known, enter an estimated wage. Also, enter the job or position title, which the individual will be performing for the employer.

Box 6: **Previous Employment for This Employer.** This requires a YES or NO answer. Enter a check mark (✓) in the blank space that corresponds to your answer.

Box 7: **Name of Individual.** Enter full name of prospective employee.

Box 8: **Social Security Number.** Enter individual's social security number here.

Boxes 9 through 18: Enter a check mark (✓) to indicate if your answer is a YES or a NO. Provide additional information where requested for either the WOTC or the WtW target group eligibility.

Box 19. Sources to Document Eligibility. List and/or describe the documents or sources of collateral contacts that areattached to this form or that will be provided. Indicate in parentheses, next to each document listed whether it is attached or forthcoming. Some examples are provided below. The asterisk (*) indicates documents that may be obtained by the employer. Employers may also obtain a letter from the agency that administers a relevant program, stating that the individual or a member of his-her household meets one of the eligibility requirements.

AGE/BIRTHDATE:
(Required for high-Risk Summer Youth & Food Stamp)
- Birth Certificate
- Driver's License
- School I.D. Card/School Records
- Work Permit
- Federal/State/Local Government I.D.*
- Hospital Record of Birtht

FAMILY INCOME:
(Required for Ex-Felon)
- Pay Stubs
- Employer Contacts
- W-2 Forms
- UI Documents
- Public Assistance Records
- Family Members' Statements
- Parole Officer Statements

EX-FELON STATUS:
- Parole Officer's Name/Statement
- Correction Institution Records
- Court Record, Extract, Contact

FOOD STAMP RECIPIENT:
- Food Stamp Benefit History
- Signed statement from authorized individual with specific description of months benefits were received.
- Case Number/Identifier

SSI RECIPIENT:
- SSI Record or Authorization SSI Contact
- Evidence of SSI Issuance

NUMBER IN FAMILY:
- Public Assistance
- Social Services Agencies
- Family Members' Statements
- Parole Officer's Statements

VETERANS STATUS:
- DD-214
- Reserve Unit Contacts
- Discharge Papers

VOCATIONAL REHABILITATION REFERRAL:
- Voc. Rehab. Agency Contact
- Social Services Agency
- Veteran's Administration Contact

AFDC/TANF & Long-Term Assistance Recipient
- AFDC Benefits History
- Signed statement from authorized individual with specific description of months benefits were received.
- Case Number/identifier

EMPOWERMENT ZONE/ENTERPRISE COMMUNITY
- Driver's License
- Work Permit
- Utility Bills
- Lease Document
- Voter Registration Card
- Computer Printout From
- Foodstamp Award Letter
- Housing Authority Verification
- Landlord's Statement
- Letter From Social Service Agency or School
- Library Card**
- Medicaid/Medicare Card
- Property Tax Record
- Postmarked Envelope Addressed to Applicant
- Public Assistance Records
- Rent Receipt
- School I.D. Card
- Selective Service Registration Card
- W-4

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* Where any item of documentation such as a Federal I.D. Card does not contain age or birthdate the SESA must obtain another documentary source to verify the individual's age.

** Where any term of documentary evidence, such as a Library Card does not contain the holder's address, the SESA must obtain documentary evidence issued in the jurisdiction where the EZ/EC is located showing the holder's address.

Box 20. Signature. If applicant completes this form, he or she must enter signature here. If applicant is a minor (under age 18), the parent or guardian should sign this box. If form is completed by the employer or his/her representative/agent, enter corresponding signature here. If form was completed by the intake staff of a SESA or participating agency, enter signature of intake staff in this box.

Box 21. Date. Enter the month, day and year in which the form was completed.

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's obligation to reply to these requirements are mandatory as required by P.L. 105-34. Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, U.S. Employment Service, Room 4470, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0371).

(Cut along doted line and keep in your files)

TO THE JOB APPLICANT OR EMPLOYEE:

THE INFORMATION AND THE SUPPORTING DOCUMENTATION YOU HAVE PROVIDED IN COMPLETING THIS FORM OR IN SOME CASES OTHER INFORMATION THAT COULD HELP VERIFY THE RESPONSES YOU HAVE GIVEN TO THE ITEMS/QUESTIONS IN THIS FORM WILL BE DISCLOSED BY YOUR EMPLOYER TO THE STATE EMPLOYMENT SECURITY AGENCY (Enter corresponding State Employment Security Agency here) _____
IN ORDER TO QUALIFY FOR A FEDERAL EMPLOYER TAX CREDIT. PROVISION OF THIS INFORMATION IS VOLUNTARY. HOWEVER, THE INFORMATION IS REQUIRED FOR YOUR EMPLOYER TO RECEIVE THE FEDERAL TAX CREDIT. IF THE INFORMATION YOU PROVIDE IS ON A MEMBER OF YOUR FAMILY, YOU SHOULD PROVIDE HIM/HER A COPY OF THIS NOTICE.

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SIDE 1

EIP TAX CREDIT DETERMINATION AND CERTIFICATION FORM

NOTE: YOU MUST FOLLOW INSTRUCTIONS ON REVERSE SIDE OF THIS FORM.

PART 1: TO BE COMPLETED BY EMPLOYEE

1. MY SOCIAL SECURITY NUMBER, NAME, ADDRESS, AND SEX ARE: →

SS#: – –

NAME: LAST FIRST M.I.

ADDRESS: STREET

CITY STATE ZIP CODE

SEX: (Check One) ☐ MALE ☐ FEMALE

2. I HAVE BEEN HIRED BY: →

EMPLOYER:

ADDRESS: STREET

CITY STATE ZIP CODE

3. TO BEGIN WORK ON: →

DATE:

4. I CURRENTLY RECEIVE PENNSYLVANIA CASH ASSISTANCE IN THE TANF, OR GA CATEGORY: (Check One) ☐ YES ☐ NO

EMPLOYEE SIGNATURE DATE

PART 2: TO BE COMPLETED BY EMPLOYER OR AUTHORIZED REPRESENTATIVE

5. EMPLOYER'S AREA CODE AND PHONE NUMBER: → ( )

6. EMPLOYER'S PA CORPORATION TAX FILE BOX NUMBER OR OWNER'S SOCIAL SECURITY NUMBER: →

7. FEDERAL EMPLOYER IDENTIFICATION NUMBER (EIN):

8. WORK TYPE: (Check One of the Following) →

● PROFESSIONAL, TECHNICAL OR MANAGEMENT:	(0)
● CLERICAL:	(1)
● SALES:	(2)
● SERVICE OCCUPATIONS:	(3)
● AGRICULTURAL, FISHERY, FORESTRY, & RELATED OCCUPATIONS:	(4)
● PROCESSING OCCUPATIONS:	(5)
● MACHINE TRADES:	(6)
● BENCHWORK OCCUPATIONS:	(7)
● STRUCTURAL WORK OCCUPATIONS:	(8)
● MISCELLANEOUS WORK OCCUPATIONS:	(9)

9. EMPLOYEE STARTING HOURLY WAGE: → $

10. DID THE AVAILABILITY OF THE EIP TAX CREDIT CONTRIBUTE TO THE DECISION TO HIRE THIS PERSON? (Check One) ☐ YES ☐ NO

11. I CERTIFY THAT THE EMPLOYEE AND EMPLOYER INFORMATION IS ACCURATE TO THE BEST OF MY KNOWLEDGE.

NAME OF EMPLOYER AGENT/REPRESENTATIVE – PRINT CLEARLY

TITLE OF EMPLOYER AGENT/ REPRESENTATIVE – PRINT CLEARLY

SIGNATURE OF EMPLOYER AGENT/REPRESENTATIVE

NOTE: YOU MUST COMPLETE THE BLOCK BELOW!

- THE NAME AND ADDRESS OF THE FIRM TO WHOM CERTIFICATION IS TO BE SENT MUST BE TYPED OR LEGIBLY PRINTED IN THE BLOCK BELOW.
- THIS IS THE RETURN MAILING LABEL

FOR DEPARTMENT USE ONLY

12. CERTIFICATION DECISION:

A. Eligible. MUST BE STAMPED. (Y)

B. Ineligible. MUST BE STAMPED, CHECKED. (N)

REASON:

1. Not timely request ( )
2. Incomplete request form ( )
3. Illegible or altered information ( )
4. Not a valid recipient on begin-work date. ( )

C. – –

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SIDE 2

INSTRUCTIONS FOR USE OF EIP DETERMINATION AND CERTIFICATION FORM

A. ENTRIES ON THIS FORM MUST BE CLEAR AND LEGIBLE. OTHER THAN SIGNATURES, ENTRIES MUST BE HAND PRINTED OR TYPED.

CARE MUST BE TAKEN TO LEGIBLY COMPLETE THE EMPLOYER'S ADDRESS BLOCK AT THE BOTTOM OF PART 2. THIS IS THE ACTUAL ADDRESS LABEL USED FOR RETURN OF THE PROCESSED FORM.

B. ALL ITEMS MUST BE COMPLETED, AND ALL SIGNATURES MUST BE PRESENT. FAILURE TO COMPLETE THE FORM IS REASON FOR APPLICATION REJECTION.

C. IF THE EMPLOYEE'S STATEMENT IN PART I, BLOCK 4 INDICATES THAT HE/SHE IS NOT AN ACTIVE RECIPIENT OF ASSISTANCE, DO NOT SUBMIT THE FORM. THIS WOULD NOT BE A HIRE ELIGIBLE FOR CERTIFICATION.

D. THE COMPLETE FORM - INCLUDING BOTH SIDES 1 AND 2 - MUST BE SUBMITTED.

E. TO BE CONSIDERED FOR CERTIFICATION PROCESSING, THE COMPLETED FORM MUST BE RECEIVED IN AN ENVELOPE BEARING A POSTMARK NO LATER THAN THE 21ST DAY FOLLOWING THE DATE THAT THE EMPLOYE BEGAN WORK. FORMS NOT MEETING THE STANDARD WILL BE REJECTED.

F. CERTIFIED FORMS WILL BE RETURNED TO THE EMPLOYER, WHO IS RESPONSIBLE FOR MAINTAINING THE FORM. WHEN COMPLETING PA TAX FILING, EMPLOYERS CLAIMING EIP TAX CREDIT ARE REQUIRED TO SUBMIT A LEGIBLE COPY OF THE CERTIFIED FORM WITH THEIR COMPLETED PA SCHEDULE W.

G. IF A FORM IS REJECTED FOR CERTIFICATION, A COPY OF THE SUBMITTED FORM WILL BE RETURNED TO THE EMPLOYER. THE REASON FOR REJECTION WILL BE INDICATED IN THE "DEPARTMENT USE ONLY" BLOCK IN THE LOWER LEFT CORNER OF THE FORM.

REJECTED CERTIFICATION REQUESTS MAY NOT BE SUBMITTED FOR RECONSIDERATION IF THE REASON FOR REJECTION WAS:

- FAILURE TO MEET THE TIMELINESS STANDARD.
- MISSING OR ILLEGIBLE START DATE INFORMATION.
- MISSING IDENTIFICATION INFORMATION OR SIGNATURE(S).
- ALTERATION, DEFACING, OR OMISSION OF ANY PART OF THE ORIGINAL FORM & INSTRUCTIONS.

MAILING INSTRUCTIONS

AFTER COMPLETING THE REQUIRED INFORMATION, MAIL THE FORM TO:

EIP TAX CREDIT UNIT
LABOR & INDUSTRY BLDG., 12TH FLOOR
SEVENTH AND FORSTER STREETS
HARRISBURG, PA 17120

SECTION 3

CLIENT FLOW – PROGRAM DELIVERY APPENDIX

INTAKE FORM
WELFARE TO WORK

Client History

Name:
Address: **Home Phone**

Work Phone

Occupation_____**Education**_____

Immediate Family Residing in Residence (Please circle appropriate reference)

Husband or Wife or Significant Other_____

Marital History_____

Occupation _____**Education History**_____

Children/Step-Children

Name:	Relationship	Age	Birthdate	Attending School

Immediate Family Residing Outside the Home

Name	Relationship	Age	Birthdate	Attending School Working

Health Information

Any Current Medical Problems

What Medications are you taking? (over the counter or prescription)

Are current medical problems being treated?

Employment status _____

Employment Needs:

Glasses:_____
Medical:_____
Transportation_____
Clothing_____
Other_____

Most Recent
Employment:_____

Occupation _____
Duties_____
_____
Employer _____
Dates of Employment _____

Previous
Employment:_____

Occupation _____
Duties _____
Employer _____
Dates of Employment _____

Skills: _____

_____

_____

Employment Desired: _____

_____

Previous Job Search Techniques

_____

_____

_____

_____

_____

Services needed by student: _____

_____

_____

_____

Additional Comments_____

_____

_____

_____

EDUCATIONAL DEVELOPMENT PLAN

WELFARE TO WORK

Client Name _____ Date _____

Referring
Agency _____

Orientation start date _____

Date of Intake _____

D/A Screening Date _____
Referral Made No _____
Yes _____
Agency Name _____
Action Taken _____

Assessment Results:
TABE _____
BEST _____
COPS/CAPS _____

Additional Information _____
_____
_____

Support Services Needed _____
_____
_____
_____

Program Start Date _____

EDUCATIONAL DEVELOPMENTAL PLAN

WEEK 1	GOALS	OUTCOMES
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		

Instructor Copy

ATTENDANCE POLICY FOR STUDENTS

You, as a responsible student, are expected to attend every scheduled class. If you are going to be late or miss class for the day, it is your responsibility to provide the instructor with a phone call or written excuse explaining your absence. This will be considered an excused absence.

*1st unexcused absence will result in a verbal warning

*2nd unexcused absence will result in a written warning

*3rd unexcused absence is considered excessive and may lead to your termination in the class

Students are expected to arrive on time in order that they not miss instructional time. Continual lateness which interferes with student progress may result in termination.

Our commitment to you will be to provide you with a dedicated, well-trained instructor and a quality educational program that will help you meet your personal goals.

PLEASE READ AND SIGN THE FOLLOWING:

My personal commitment to the Northampton Community College Adult Literacy Program will be to make every effort to follow the attendance policy which will enable me to achieve the personal goals that I have set for myself.

Student's signature _____

Date _____

WELFARE TO WORK ATTENDANCE RULES

REASON FOR ABSENCE	CALL CASE MANAGER	CALL TRAINING SITE**	EXCUSED*	MAKE UP HOURS***	SPECIAL RULES
Doctor's/Dentist's Appointment - Self	Yes	Yes	Yes	Yes	Note from Doctor needed for file
Doctor's/Dentist's Appointment - Child	Yes	Yes	Yes	Yes	Need backup sitter if child out of daycare
Serious Illness – Child or Spouse	Yes	Yes	Yes	Yes	Need backup sitter if child out of daycare
Illness for 3 Days or More – Self	Yes	Yes	Yes	Yes	Doctor's note required - ok to return to class
Family Emergency	Yes	Yes	Maybe	Yes	Case Manager will decide if absence is excused
Appointment with CAO	Yes	Yes	Yes	No	Bring note from Caseworker or ETP worker
Appointment with Domestic Relations	Yes	Yes	Yes	No	Bring note from Domestic Relations
Drug/Alcohol – Mental Health Appts.	Yes	Yes	Yes	No	Call case manager in advance to be excused
Mandatory Appointments as per AMR	Yes	Yes	Yes	No	This is part of Agreement of Mutual Responsibility
Legal Hearing	Yes	Yes	Maybe	No	Call C.M. & School each day you are absent
Jury Duty	Yes	Yes	Yes	No	Call C.M. & School each day you are absent
Holidays	Yes	Yes	Yes	Yes	Holiday time off is made up in the same month
Vacations	Yes	Yes	No	Yes	Vacations are not authorized by State of PA

Problem Pregnancy – absent over 5 days	Yes	Yes	Maybe	Yes	Home tutor will be arranged for 25 hours per week
Medical Disability	Yes	Yes	Maybe	Yes	Home tutor will be arranged for 25 hours per week
Calling after 9:30 AM to Case Manager			No		All absences are unexcused if you do not call
Calling after 9:30 AM to Training Site			No		All absences are unexcused if you do not call

*Excused means that you have notified your Case Manager & Case Manager has given you permission.
Time may still need to be made up even if the absence is excused.
**Training sites include school programs AND Structured Job Search.
***Failure to make up hours, habitual lateness, unexcused absences, failure to contact Case Manager consequences:
1) Verbal Warning; 2) Written Warning; 3)Terminated from SPOC Program/Sanctioning by CAO

appendix (39b)

TOP TEN HOT LINKS!!!:

Welfare Information Network (WIN)

Great all-round information links to multiple topics related to welfare reform and welfare to work.

Administration for Children and Families, Welfare Reform, DHHS

Primary partner in welfare reform and welfare to work. Provides links to fact sheets, resources and information on many welfare-related issues.

Division of Indian and Native American Programs (DINAP)

The primary source of information related to tribal issues and WtW.

Welfare to Work Partnership

Excellent WtW source of information for employers.

National Governor's Association Center for Best Practices

Multiple resources and (unofficial) matrix of state WtW plans submitted.

Urban Institute

Searchable database for WtW/welfare reform issues.

Manpower Demonstration Research Corporation

(MDRC)

On-line publications and research project monographs related to welfare to work and welfare reform.

National Association of Counties (NACo)

National Internet Clearing House

(NICH) for Welfare Information

Comprehensive overview of the impact Federal Welfare Reform is having at the state and local levels.

Community Transportation

Association of America

Welfare to Work Transportation

Links to articles, resources, clippings, initiatives, etc. for transportation issues related to welfare reform.

Office of the Assistant Secretary for Planning and Evaluation (ASPE),

Department of Health and Human Services

The Assistant Secretary for Planning and Evaluation is responsible to the Secretary of HHS for policy analysis and advice, policy development, strategic and implementation planning and for the coordination and conduct of evaluation and policy research for HHS. This site therefore provides a wealth of research and statistical information regarding many welfare reform and WtW issues.

- **Welfare to Work Partnership**

  The Partnership is a nonpartisan, nationwide effort designed to encourage and assist private sector businesses with hiring people on public assistance.

- **White House Information on Welfare Reform**

  Temporary Assistance for Needy Families (TANF), Child Care, Transitions to Work, Immigration, Medicaid, Food Stamps, and other related information.

- **American Public Welfare Association**

  Educational background for members of Congress, the media, and the broader public on what is happening in the states around welfare, child welfare, health care reform, and other issues involving families and the elderly.

- **ARNet President's Welfare to Work Program**

  This page contains links to other pertinent Welfare to Work and Welfare Reform Information.

- **Center on Budget and Policy Priorities Welfare Reform Reports**

  Reports on laws, policy and budget concerns relating to Welfare Reform.

- **Center on Urban Poverty and Social Change**

  The Center on Urban Poverty and Social Change was established in August 1988 with grants from the Rockefeller and Cleveland Foundations. Located in the Mandel School of Applied Social Sciences, Case Western Reserve University, the Center seeks to address the problems of persistent and concentrated urban poverty and is dedicated to understanding how social and economic changes affect low-income communities, and how living in these communities affects the well-being of their residents.

- **HandsNet Welfare Reform Watch**

  HandsNet provides extensive coverage of current welfare reform efforts at the national, state and local level. You will find expert analyses and fact sheets on the latest legislation, program implications and more, from leading advocates and researchers in the field. This preview offers frequently updated highlights from this coverage.

- **ICESA's Welfare-to-Work**

- **Institute for Research on Poverty**

  Research articles and publications, poverty statistics, and listings of national and multistate studies.

- **Liberty Net's Welfare Reform Page**

  Links to sites that permit you to keep track of the ongoing implementation of welfare reform in the states and the continuing national discussion of the issue.

- **National Alliance of Business Welfare-to-Work Page**

  NAB is spearheading a major initiative to support private sector efforts in the welfare-to- work arena.

- **National Association of State and Land-Grant Colleges Welfare Reform Page**

  Information about Welfare Reform and its impact on higher education, as well as Federal and State legislation and information resouces.

- **National Association of Welfare Research and Statistics**

  The National Association for Welfare Research and Statistics is a nonprofit association whose purpose is to exchange ideas for the advancement of research and statistics in the field of public welfare.

- **NACo-NGA-NCSL Crosswalk**

  A table that cross references many of the topic areas presented via NACo's, NGA's, and NCSL's web sites. Constructed by the Department of Labor's Training Technology Resource Center.

- **National Clearinghouse on Welfare Reform**

  Access to both National and State based information. Operated by the National Association of Counties.

- **National Performance Review (NPR) Welfare to Work Page**

  This site contains documents, a discussion forum, and other news pertaining to the Federal Initiative on Hiring Welfare Recipients.

- **NGA Welfare Reform Information**

  Recent developments and upcoming events, legislation, State information, research and evaluation, and welfare statistics. Maintained by the National Governors Association.

- **Northwest Federation of Community Organizations**

- **The Research Forum**

  The Research Forum is a new initiative that encourages collaborative research and informed policy on welfare reform and child well-being. Their clearinghouse is a database with up-to-date summaries of welfare research projects.

- **Research Papers and Statistics**

  Full text research reports on welfare reform conducted by The Urban Institute.

- **The Welfare Information Network**

  Clearinghouse for information, policy analysis and technical assistance on welfare reform.

- **Welfare Policy Center, Hudson Institute**

  The Welfare Policy Center (WPC) conducts research and provides technical assistance on welfare reform and related issues. It is a resource for policymakers, program administrators, the press, and many others seeking to learn about cutting-edge welfare reforms and what it takes to make reforms effective. This website provides information about key welfare issues and interesting welfare-related articles.

- **The Welfare Reform Connection**

  A source of information on State and Federal activities, furnishing an analysis of key welfare reform issues. Administered by the National Conference of State Legislatures.

- **Welfare Reform Information from the HHS Administration for Children and Families**

  The Administration for Children and Families within the U.S. Department of Health and Human Services maintains a page with guidance, statistics, research and additional links. Evaluations of Welfare to Work Programs are also available with information about various demonstration programs conducted by HHS.

- **Welfare Reform Watch**

  Coverage of current welfare reform efforts at the national, State and local level. You will find analyses and fact sheets on the latest legislation, and comments on program implications from leading advocates and researchers in the field.

- **Welfare Rights Organizing Coalition**

SECTION 4

PROGRAM DESIGN – MODELS OF CURRICULUM APPENDIX

welfare to work

Issue 5 • February 1999

Ideas that Work

Issue briefs designed to provide practical and innovative technical assistance to practitioners implementing the U.S. Department of Labor's Welfare-to-Work grants

Serving Customers with Low Basic Skills

By definition,the Welfare-to-Work (WtW) grant program focuses attention and resources on helping individuals who face multiple challenges to employment. This issue and the next of *Ideas that Work* will examine options for addressing different kinds of work barriers.

Building Skills While Emphasizing Work

In today's workplace, few jobs are available for those with low basic skills. A recent study of employers in four large cities estimated that 90% of all jobs require reading,writing, arithmetic, or use of computers. Only 4% require no high school diploma, occupational training, experience or references.[1]Yet in 1991, almost two-thirds of welfare recipients age 26-33 scored in the bottom quartile of the Armed Forces Qualifying Test, an indication of very low basic skills.[2]

Before the 1996 welfare reform law, employment strategies for low-skill welfare recipients emphasized classroom Adult Basic Education and GED attainment. Welfare reform and its imposition of time limits shifted the focus to "labor force attachment" through job search and other "quick employment"methods.

Recent research has shown the short comings of operating at either extreme of the continuum between basic education and quick employment. People with GEDshave not consistently out performed other high school dropouts in the labor marke[3]Many clients in traditional adult education classes,e.g., reading and math, have poor motivation, poor attendance, and low success.[4]Job-search-only programs produced only minor,short-lived earnings gains; they helped participants work more but did not lead to better jobs.[5]

These findings highlight the need for more flexible WtW approaches that balance quick employment and skill
development by integrating job search,education, job training,and work. This issue presents principles and examples of three such approaches.

Incremental Approach: Project Match and Pathways

Project Match has developed a non-traditional, developmental WtW model for serving extremely disadvantaged customers through a long-term, highly flexible, individualized approach. Project Match began in 1985 as a small, voluntary, community-based program in Chicago's Cabrini-Green public

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housing project. It has since been adapted for use elsewhere, including at Head Start in Baltimore, in a Chicago welfare office, and at six sites infive states where it is called Pathways.

TheProject Match/Pathways approach is guided by four principles: (1) There must be an appropriate starting point for each participant, from one who is already working to the least-job ready. (2) Each participant can take a different route to self-sufficiency; she must be given choices andflexibility.(3) Failure and setbacks should be treated as opportunities to learn; participants in the workforce will continue to need help with retention, reemployment, and advancement. (4) Progress should be established via realistic, incremental benchmarks.

Project Match/Pathways uses an Incremental Ladder to Economic Independence to illustrate and explain its approach to staff and policymakers. The Ladder establishes discrete benchmarks to measure progress and arranges activities so that they are progressively more demanding. The "upper rungs"include paid employment. The"middle rungs" include education and training activities. The"lower rungs"include activities not traditionally viewed as work related: involvement with children (e.g., taking children to extracurricular activities and medical appointments, attending a mother/child class); volunteering (e.g., in day care, school, church, or neighborhood/tenant groups); and self-improvement (e.g., counseling, treatment, or support groups).

Afive-year, in-house study of 470 participantsfromCabrini-Green[6] found that an increasing percentage of participants worked in all 12 months of the year, from 26% in Year 1 to 54% in Year 5. The study concludes, "Although the process is gradual, overtime many Project Match participants do become steady workers."

Project Match has developed a set of concrete tools and protocols for purchase (with training) and replication by government agencies. These include a monthly activity diary, a computerized tracking system, a set of rules and procedures,and a monthly group meeting.

Contact Toby Herr, (312) 755-2250,x2296.

Literacy-BasedJob Training: Brooklyn College Child Care Provider Program [7]

Brooklyn College, a City University ofNew York campus, operates a literacy-based training program that prepares about 150 welfare recipients per year for employment in child care. The average student enters with a 4th or 5th grade reading level. In order to be accepted into the program, applicants must pass tuberculosis screening and background checks for child abuse and criminal convictions.

This four-month program is structured to accommodate the different learning styles of adult students, particularly those who were inadequately served by"traditional"education. The classroom component is team-taught by instructors with adult literacy and early childhood expertise. Its curriculum and assignments are tied closely to the work context, e.g.,creating a two-week menu plan within a given budget to apply math and nutrition concepts. The program alternates weekly between classroom instruction and work site internship experiences. The College chooses its work sites based on how well they model appropriate and professional child care practices for students. There are weekly group discussions about students' internship experiences.

Each student chooses whether to pursue employment in center-based or home-based child care. Students who wish to pursue self-employment as home-based child care providers apply for certification during or after the program. Their internships are supplemented by visits to program graduates' home-based childcare businesses.

Many graduates are offered paid positions at their former internship sites. The program's overall job placement rate is 88%. Its cost of $4,711 per job placement is funded entirely by the New York State Education Department.

Contact Cheryl Harewood, (718)722-3462.

Serving Customers with Learning Disabilities [9]

Learning disabilities (LDs) are a hidden cause of many WtW customers' skill deficits. An estimated one-third of welfare recipients has LDs. Most have never been formally assessed,and many welfare, adult education and literacy programs are ill-equipped to meet their particular needs.

A March 1998 Executive Orderfrom President Clinton clarifies that programs working with welfare recipients must incorporate "reasonable accommodations" for disabilities, including LDs, into their education, training, and employment activities. Accommodations do not require educators, testers, or employers to lower standards for the disabled person. To be covered by civil rights protections such as the Americans with Disabilities Act (ADA),the disability must be diagnosed through a certified procedure.

Examples of LD accommodations include presenting course material in formats other than classroom lectures or textbooks; giving tests or job instructions orally rather than in writing; allowing more time for test taking, and giving tests in isolation to reduce distractions. Tailoring job placement efforts around individual customers' strengths and weaknesses will minimize the effort required to accommodate disabilities. WtW programs and customers should also know how to address employers' misperceptions and concerns about LDs and direct them to resources to aid workplace accommodation.

Supported Work: Kandu Industries

The "supported work" training model teaches appropriate work behaviors and job skills through specially designed, closely supervised work assignments. As participants progress, these programs gradually increase performance and productivity standards and withdraw counseling and other supports to better resemble a regular job. The programs then help their graduates find unsubsidized private-sector jobs.

Thelargest evaluation of this modelwas the 13-city National Supported Work Demonstration in the late 1970s. Three years after entering supported work programs, participants were 10% less likely to be receiving AFDC than control group members and earned an average of 23% more. Although supported work cost over $20,000 per person, it saved more in welfare payments than it cost the taxpayers.[8]

Kandu Industries in Ottawa County, Michigan currently applies the supported work model at a manageable cost.This private not-for-profit corporation provides vocational training and placement

services for people with disabilities or other barriers to employment, such as limited English skills. In its WtW program, funded by a contract with*Michigan Works!*, supported work augments "quickemployment" activities.

New participants begin in the Job Club,where they prepare resumes, conduct practice interviews, review and respond to job openings and advertisements, and work with job developers who know the local employers. Staff members assess their potential barriers to employment and refer them to other community agencies as needed. Most participants are placed into jobs quickly; 65-70% find employment within two weeks.

Participants who have not found jobs within two weeks enter Kandu Industries' Work Center to do packaging,a ssembly, and light manufacturing work for 25 hours per week at minimum wage. While continuing their job search efforts, they practice basic work skills such as being on time, dressing appropriately, and getting along with co-workers and supervisors. On average, TANF referrals spend about six weeks in the Work Center. Approximately 70-80% obtain jobs after this training and work experience.

Kandu Industries also helps workers who wish to change or upgrade their positions. Participants who lose or quit their jobs continue receiving follow-up services until they attain self-sufficiency and their TANF cases are closed.

This shorter, targeted version of supported work may gain importance as a model for providing limited training and work experience for welfare recipients who have usually been exempted from past mandates.

See http://www.kandu.org or contact Peg Beall,
Director of Services, (616)396-3585.

NOTES

1. Harry Holzer. *What Employers Want: Job Prospects for Less-Educated Workers.* Russell Sage Fdtn, 1996. See http://www.russellsage.org/publications/titles/what_employers.htm or call1-800-666-2211 to order ($32.50, ISDN #0871543915).
2. Krista Olson & LaDonna Pavetti. *Personal and Family Challenges to the Successful Transition from Welfare to Work.* Urban Institute, Feb. 1997, http://www.urban.org/welfare/report1.htm.
3. Richard J. Murnane, et. al, "Do High School Dropouts Benefit from Obtaining a GED?" *Educational Evaluation and Policy Analysis*, Vol. 17, No. 2 (Summer 1995): 133-47.
4. Edward Pauly. *The JOBS Evaluation: Adult Education for People on AFDCA Synthesis of Research.* U.S. Dept of Health &Human Services, OASPE, 1995, pp. 61-65.
5. Julie Strawn. *Beyond Job Search or Basic Education: Rethinking the Role of Skills in Welfare Reform.* Ctr for Law &Social Policy, April 1998, p. iii.http://www.clasp.org/pubs/jobseducation/beyond.pdf or (202)328-5140.
6. Toby Herr, et. al, *Makingthe Shoe Fit: Creating a Work-Prep System for a Large and Diverse Welfare Population.* U.S. Dept of Housing & Urban Development,Dec. 1996. See http://www.spc.uchicago.edu/~spcwehnu/projects/public.html
7. *What Works: Integrating Basic Skills into Welfare-to-Work* by Garrett Murphy & Alice Johnson, Nat'l Inst for Literacy, Sept. 1998.http://www.nifl.gov/whatworks.htm or 1-800-228-8813.
8. Dan Bloom, *After AFDC: Welfare-to-Work Choices and Challenges for States.* MDRC, 1997, p. 70. See http://www.mdrc.org/Reports/After%20AFDC/After%20AFDC.htm or call

(212)532-3200 to order ($10).

9. Sources:"Learning Disabilities and Welfare-to-Work" (Policy Update),Nat'l Inst. for Literacy, Aug. 10, 1998, http://www.nifl.gov/policy/98-8-11.htm; *Serving Welfare Recipientswith Learning Disabilities in a "Work First" Environment* by Rebecca Brown & Evelyn Ganzglass, Nat'l Governors' Assn, 7-28-1998, http://www.nga.org/Pubs/IssueBriefs/1998/980728Learning.asp.

For MoreInformation

- Other"Innovative Practices" in combining skill development with workare listed in the March 1998 Welfare Information Network *IssueNotes*, "Education and Training Under Welfare Reform." See http://www.welfareinfo.org/edissue.htm or call (202) 628-5790.
- Read "Work-site Accommodations to Consider for People with Learning Disabilities and/or Attention Deficit Disorder" by the Job Accommodation Network (JAN) at http://janweb.icdi.wvu.edu/english/pubs/OtherPubs /LD.html. Call JANat 1-800-526-7234 regarding job accommodation or 1-800-ADA-WORK (232-9675) regarding ADA compliance,or e-mail jan@jan.icdi.wvu.edu.

About *Ideas ThatWork*

Ideas that Work is a series of issue briefs designed to provide practical and innovative technical assistance to the local practitioners who are implementing the U.S. Department of Labor's Welfare-to-Work grants.

The ideas presented in this series are intended to spark innovation and to encourage peer networking. Replicability may depend on individual state and local guidelines. Any activities carried out by a State or local Welfare-to-Work program, using WtW grant funds, must also comply with the Federal WtW law and regulations.

*Ideas that Work*is offered through the U.S.
Department of Labor's Office of Welfare-to-Work, and produced by Technical Assistance and Training Corporation (TATC). We want to hear your comments about this issue and your suggestions for specific topics or programs to include in future
issues. To share your views, contact TATC via e-mail at ITW@tatc.com,or call (202)408-8282 (ask for *Ideas that Work* staff).

Other Issues in this Series

Future topics:

- Serving non-custodial parents
- Involving employers in WtW programs
- Job retention and advancement

Previous issues:

1. Getting to Know Your Welfare-to-Work Customers
2. Recruitment Through Marketing and Outreach

3. Recruitment Through Interagency Collaboration
4. Identifying Barriers toEmployment

To obtain issues:

Read *Ideas that Work* on http://wtw.doleta.gov/ideasthatwork

Printed copies are distributed through Regional offices 4-6 weeks after publication on-line, or upon request.

SECTION 6

BIBLIOGRAPHY

BIBLIOGRAPHY

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National Institute for Literacy – Policy Update. Report from Washington, D.C., November 1998. http://www.nifl.gov/policy/98-9-23.htm.

Journal of Life Long Learning, PAACE, Vol.5, 1996, 47-50.

Jurmo, Paul. Collaborative Learning for Continuous Improvement. Team Learning and Problem Solving in a Workplace Education Program. A guide book from a Project of the National Workbook Literacy Program. Produced by the New York State Education Department, August 1998. Copies available from Learning Partnership, 14 Griffin Street, East Brunswick, New Jersey 08816-4806. Phone: (732) 254-2237.

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Knell, Suzanne. Learn to Earn: Issues Raised by Welfare Reform for Adult Education, Training, and Work. Illinois Literacy Resource Development Center, 209 W. Clark St., Champaign, Illinois 61820.

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Northampton Community College for Pennsylvania Partners.
3835 Green Pond Road, Bethlehem, Pennsylvania 18020-7599

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A 353 Project of the PA Dept. of Education, Bureau of ABLE, 1998 edition.
Copies available from ADVANCE, 333 Market Street,
Harrisburg, Pennsylvania 17126-0333.
Phone: (800) 992-2283 in PA, (717) 783-9192 outside PA.
Fax: (717) 783-5420.

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http://www.ttrc.doleta.gov/SCANS/iddddsrw/SCANSrep.htm

VENDORS

WORKFORCE MATERIALS REVIEWED FOR THE PROJECT

Cambridge	
Contemporary Two Presidential Plaza Chicago, IL 60601-6790 (312) 540-4500	Essential Skills for the Workplace. Using forms and documents, Level One; Obtaining Information and Using Resources; Improving Workplace Performance, Level Two; Building Workplace Competencies, Level Two.
JIST Co. – The Job Search People 720 N. Park Avenue Indianapolis, IN 46202-3431 (317) 264-3720 Fax: (317) 264-3709	Career and Life Skills Series. Identify Your Skills for School, Work, and Life.
New Readers Press Syracuse, NY (800) 448-8878	The Working Experience 1,2,3. Smith, Jeanne and Ringel, Harry.
PACE Learning Systems 3710 Resource Drive Tuscaloosa, AL 354101-7059	Life Skills Curriculum. Nothing Teaches Like Success.
Steck-Vaughn PO Box 690789 Orlando, FL 32819-0789	Employability Skills Books. 11-book Soft Cover Series.
Steck-Vaughn PO Box 690789 Orlando, FL 32819-0789	Math Skills for the Workforce. 4-book Soft Cover Series.
Steck-Vaughn PO Box 690789 Orlando, FL 32819-0789	Necessary Skills for the Workforce. 2-book Soft Cover Series.
Steck-Vaughn PO Box 690789 Orlando, FL 32819-0789	Workforce: Building Success. 6-book Soft Cover Series.
Steck-Vaughn PO Box 690789 Orlando, FL 32819-0789	Workplace Job-Specific Skills Programs: How-To-Do-It Manual.

ENDNOTES

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[4]Fredrica D. Kramer, "The Hard-To-Place: Understanding the Population and Strategies to Serve Them", Welfare Information Network, March 1998.

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[6]*Promoting Responsible Fatherhood: An Update*, National Governor's Association.